

**AN ANALYSIS OF READING MATERIALS IN TEXTBOOK
“WHEN ENGLISH RINGS A BELL”
FOR JUNIOR HIGH SCHOOL**

THESIS

Submitted by

MUZAIRITA
NIM. 231324325

Student of *Fakultas Tarbiyah dan Keguruan*
Department Of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M / 1442 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Filfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:


MUZAIRITA
NIM. 231324325


Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,


Habiburrahim, S. Ag., M. Com., MS, Ph.D


Dr. Jarjani Usman, S. Ag., S.Si., M. Sc., MA

Date: 13/8/2020

Date: 7/8/2020

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Friday, 21 August 2020
02 Muharram, 1442 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,



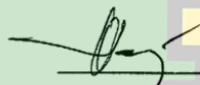
Habiburrahim, S. Ag., M. Com., MS, Ph. D

Secretary,



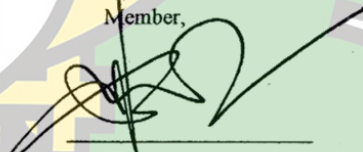
Rahima Nurviani, M. Ed

Member,



Dr. Jarjam Usman, S. Ag., S.Si., M. Sc., MA

Member,



Dr. Nashriyah, M. A

Certified by:

A R - The Dean of *Fakultas Tabiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag

NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Muzairita
NIM : 231324325
Tempat/tanggal lahir : Banda Aceh, 6 Januari 1996
Alamat : Lambaro Angan, Aceh Besar, 23373
Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**An Analysis Of Reading Materials In Textbook “When English Rings A Bell”
For Junior High School**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 29 Juni 2020

Saya yang membuat surat pernyataan,

A R - R A N I



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, thank to Allah SWT for His blessing and guidance, so that I can finish this thesis. Peace be always upon noble prophet Muhammad SAW, his families and his companions whose guide constitutes the way of life for us.

First of all, I would like to express my greatest love and thanks to my parent Muchtaruddin and Zainabon, for their love, support, motivation, patience and always caring me, for my aunty Zulkhairan, thank you for the support, kindness, love and always understand me and give me a great memory. I dedicate big thank to my brothers and Sister, Sahru, Iki, and Ati for their unconditional love, support, and believe on me.

Then I would like to extend deepest gratitude to my beloved supervisors: Mr. Habiburrahim, S. Ag, M. Com, MS, Ph. D and Mr. Dr. Jarjani Usman, S. Ag., S. S., M. Sc., MS who have guided and supervised me on writing this thesis. My great appreciation is also addressed to my academic advisor Ms. Nidawati, S.Ag., M.Ag and to all the lecturers both English Department and non English Department lecturers, and all of the staff of English Department.

My special thanks to my greatest friends, Della, Puput, Akbar, Aziz, Oyon, Sharah, Fadli, Exel, Faza, Anang, Ditia, Rima, Falyas, Sarona, for always accompany and gather with me always together in any condition for many years. Also to my bestfriend Zikra, Neneng and Muna for always accompany and gather with me always together in any condition. Also to my other friends Zalvi, Ina, Mira, Purnama, Mutia thanks for the support and kindness you are mean a lot for me.

Further, I would like to express a great appreciation to writer of textbooks and to teacher of SMPN1 Sampoiniet for the changes to conduct this research also for all knowledge and memory in my life.

Finally, I realized that this thesis was far from perfect. Therefore, I as the writer of this research really appreciate for any critics and suggestions in order to make this thesis better.

Banda Aceh, 14 August 2020

The researcher,

جامعة الرانري

A R - R A N I R Muzairita

ABSTRACT

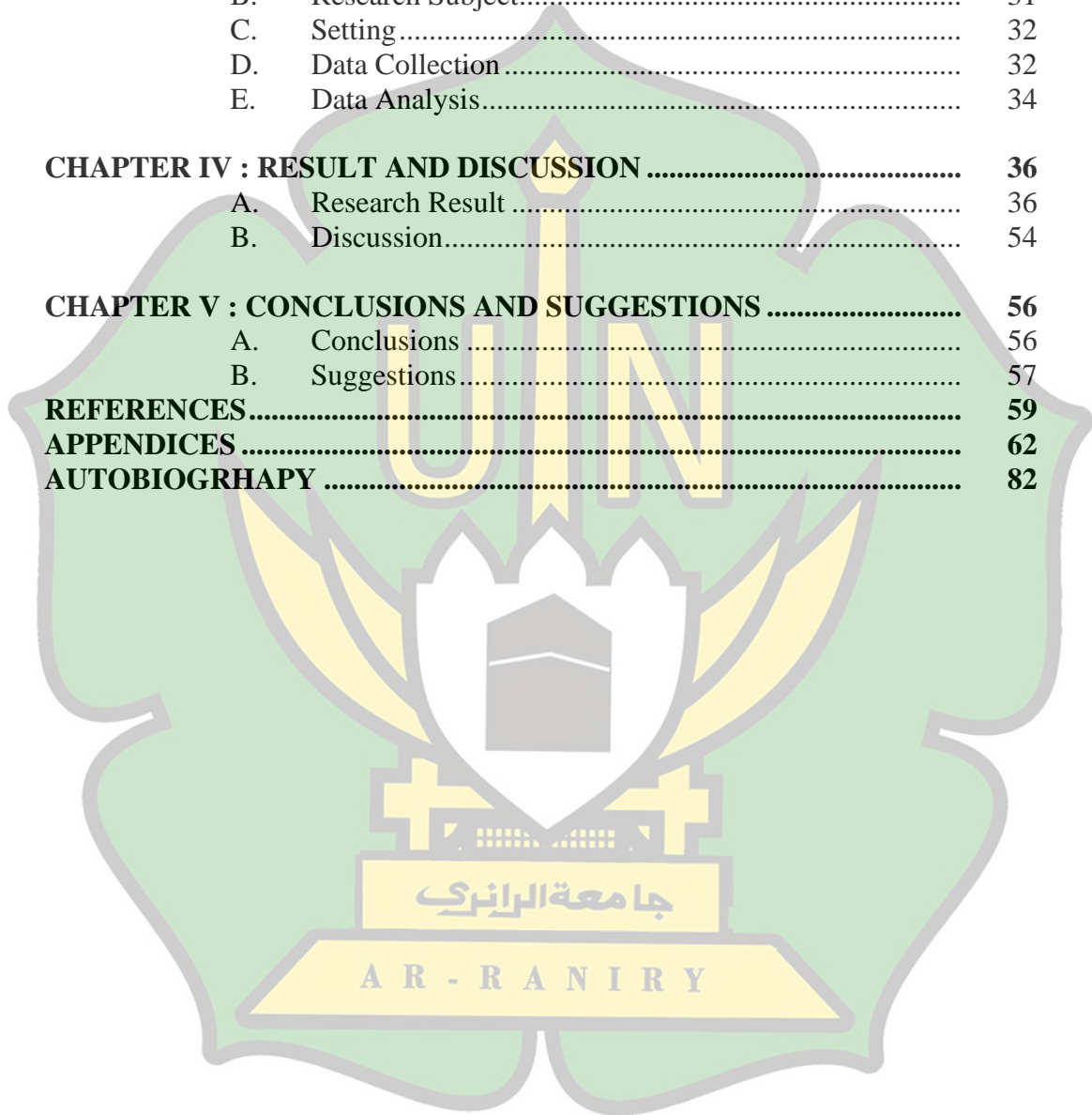
Name : Muzairita
NIM : 231324325
Faculty : Faculty of Education and Teacher Training
Major : Department of English of Langugae Education
Title : An analysis of Reading Materials in Textbook “When English Rings a bell” for Junior High School.
Date of Examination : 21st August 2020
Thesis Thickness : 60 Pages
Main Supervisor : Habiburrahim, S. Ag, M. Com, MS, Ph. D
Co-Supervisor : Dr. Jarjani Usman, S. Ag., S. Si., M. Sc., MA
Keywords : Curriculum 2013, English textbook, Relevancy

The aim of this research is to analyze the relevancy of English textbook “When English rings a bell” for reading section in the curriculum 2013 for second grade of junior high school. This research used qualitative research. The document analysis and interview were used to collect the data. The document analysis used checklist table to find out the relevance between syllabus and textbook materials, whereas interview taken by English teachers in SMPN1 Sampoiniet. In this research, researcher use checklist instrument to looking the relevancy between the materials of textbook and syllabus. In interview, researcher use semi-structured interview to get in-depht information by English teacher in SMP N1 Sampoiniet. The result of this research showed that the relevancy between materials in curriculum 2013 and textbook. For 32 indicators listed in syllabus, its show 22 indicators relevant with percentage 68.75%, 2 indicators almost relevant with percentage 6.25% and 8 indicators irrelevant with percentage 25%. Thus, the validity of the English textbook “When English rings a bell” scored 68.75%. While in interview, researcher found that using “When English rings a bell” textbook in the classroom is not compatible. The factor is because many of students do not understand the contents of textbook without teacher explanataion, lack of students’ ability in English, consequently teacher difficult to transfered the knowledge to students. Thus, the result of interview showed that using “When English rings a bell” textbook is not suitable for second grade of SMPN1 Sampoiniet.

TABLE OF CONTENTS

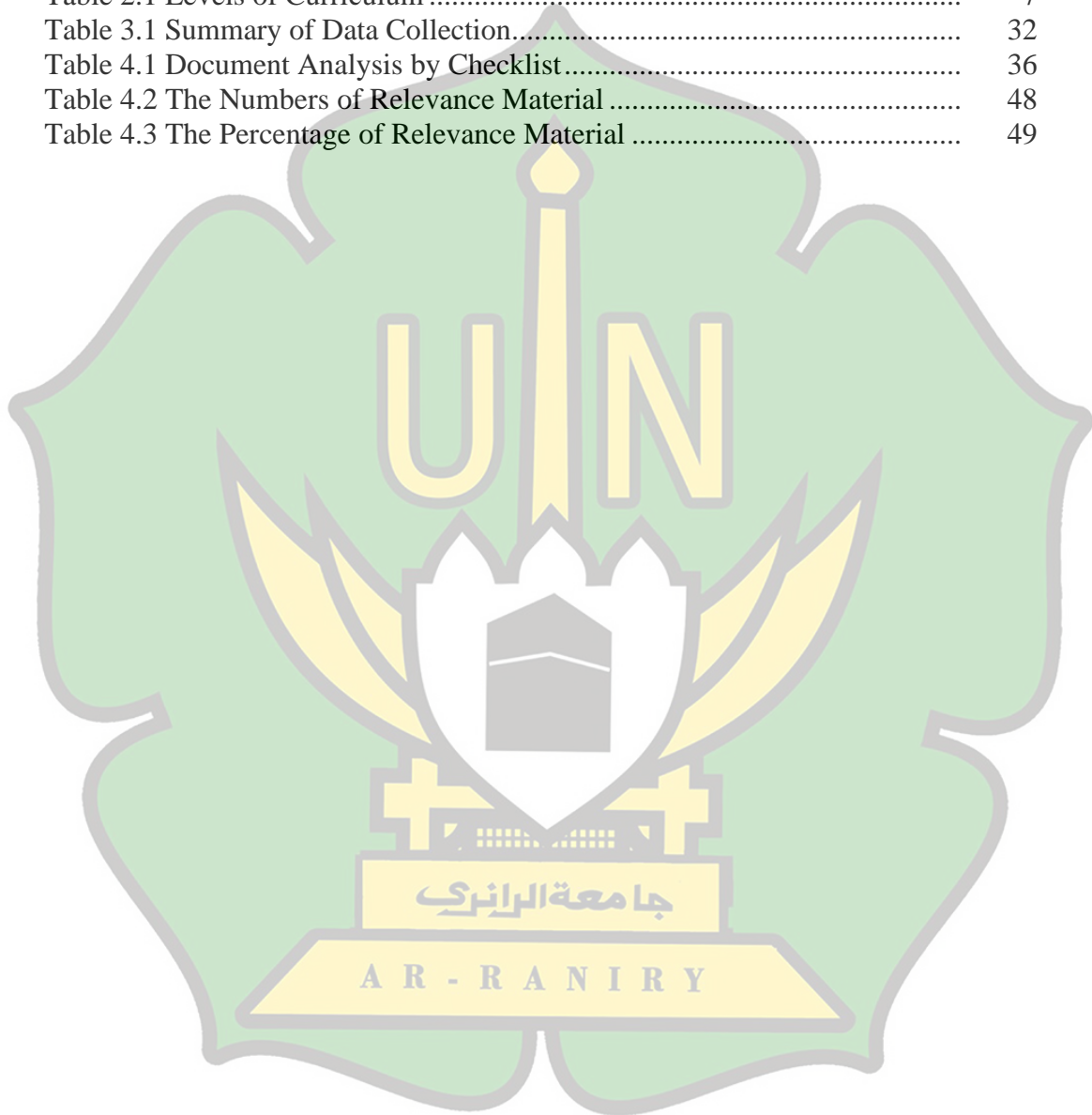
DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT.....	ii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
 CHAPTER I : INTRODUCTION	 3
A. Background of Study	3
B. Research Question	3
C. The Aim of The Study	3
D. Limitation of the Problem.....	3
E. The Key Term of Used	3
F. Objective of the Study	4
G. Significance of Study.....	4
 CHAPTER II : LITERATURE REVIEW.....	 6
A. Curriculum.....	6
1. Definition of Curriculum.....	6
2. Levels of Curriculum Representations.....	7
3. The Quality of Curriculum Product	9
B. Components of Curriculum	11
1. Curriculum Aims, Goals and Objectives	11
2. Curriculum Content or Subject Matter.....	13
3. Curriculum Experience	13
4. Curriculum Evaluation	13
C. Curriculum 2013.....	14
1. Definition of Curriculum 2013.....	14
2. Syllabus.....	15
D. Textbook.....	19
1. Definition of Textbook.....	19
2. The Role of Textbook	20
3. The Criteria of a Good Textbook	22
E. Reading.....	24
1. Definition of Reading.....	24
2. Reading Materials	26
3. The Purpose of Reading	26

F. Previous Study	28
CHAPTER III : RESEARCH METHODOLOGY	31
A. Research Design	31
B. Research Subject.....	31
C. Setting.....	32
D. Data Collection	32
E. Data Analysis.....	34
CHAPTER IV : RESULT AND DISCUSSION	36
A. Research Result	36
B. Discussion.....	54
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	56
A. Conclusions	56
B. Suggestions.....	57
REFERENCES.....	59
APPENDICES	62
AUTOBIOGRHAPY	82



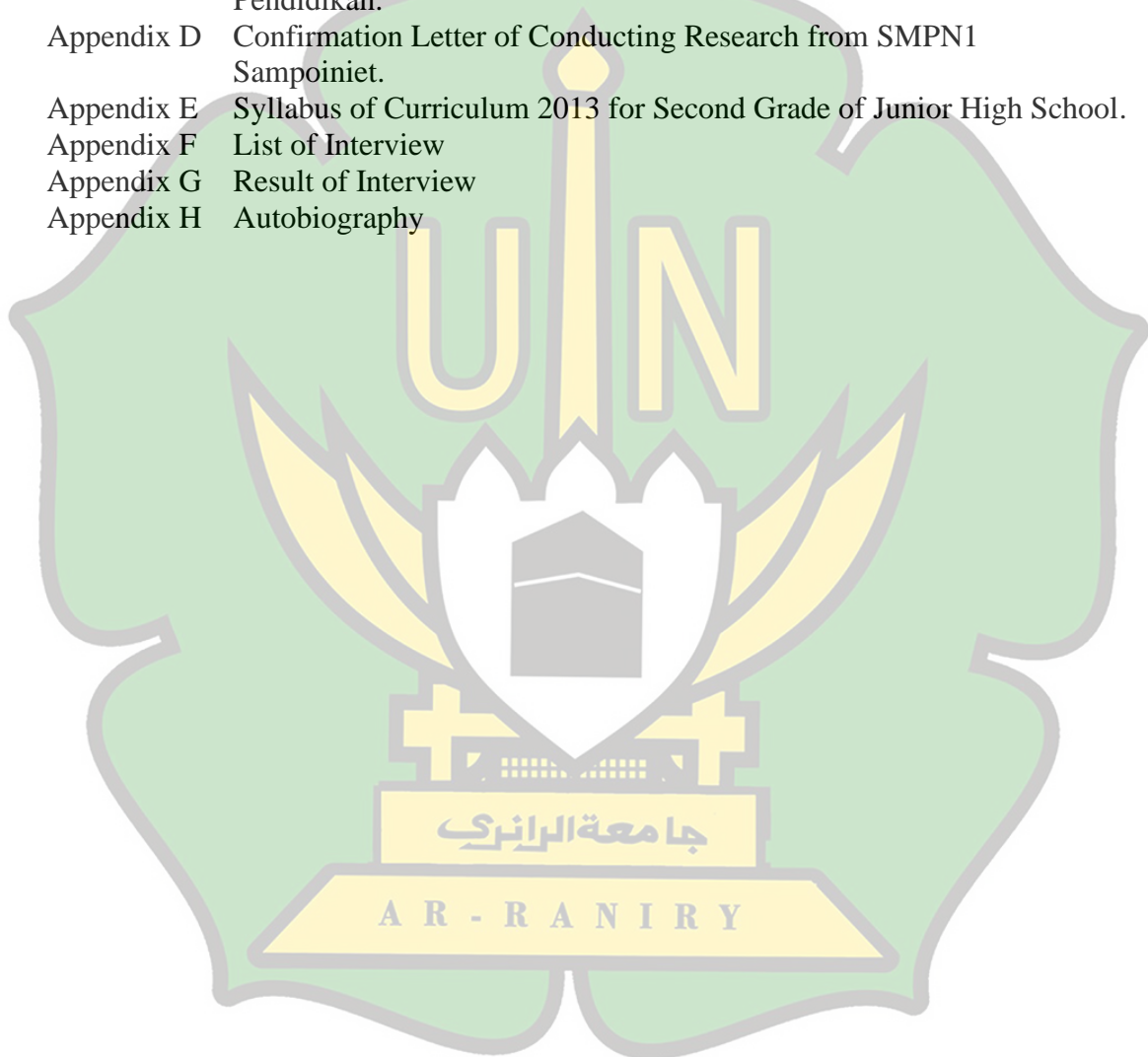
LIST OF TABLES

Table 2.1 Levels of Curriculum	7
Table 3.1 Summary of Data Collection.....	32
Table 4.1 Document Analysis by Checklist.....	36
Table 4.2 The Numbers of Relevance Material	48
Table 4.3 The Percentage of Relevance Material	49



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B The Recommendation Letter of Conducting Research of Tarbiyah Faculty of UIN Ar-Raniry.
- Appendix C The Recommendation Letter of Conducting Research from Dinas Pendidikan.
- Appendix D Confirmation Letter of Conducting Research from SMPN1 Sampoiniet.
- Appendix E Syllabus of Curriculum 2013 for Second Grade of Junior High School.
- Appendix F List of Interview
- Appendix G Result of Interview
- Appendix H Autobiography



CHAPTER 1

INTRODUCTION

A. Background of Study

Curriculum is crucial for education. Curriculum is one of the main education components in Indonesia. Indonesia has changed the curriculum for many times. In 2006, curriculum changed from CBC (Competency-Based Curriculum) into KTSP (School-Based Curriculum). In June 2013, curriculum has changed from KTSP to K13 (curriculum 2013).

The curriculum is important as the main source for a teacher to know the standard competence, basic competence, learning materials, learning activities, indicators, and time allocation. The purpose of curriculum is to improve the quality of education by developing curriculum with potential and resources available. Overall, this curriculum is based on standard content and competency standards of BSNP (National Education Standardization Agency).

One of the main curriculum products is a textbook. Textbook becomes an important means to achieve curriculum goals. Textbooks are commodities, political objects, and cultural representations. According to Shannon (2010, as cited in Cheng, 2011) said textbook is the site and result of struggles and compromise to determine how and by whom they will be produced, how and by whom their content will be selected, how and to whom they will be distributed, and how teachers and students

will make use of them. Thus, books were adapted by the content that should increase the student's ability.

In learning English, there are four skills in textbooks learn by students that are; listening, reading, speaking, and writing. These four skills have their respective roles can be no missing one in which relationship of these skills influences each other. Those skills are important to learn, but in the implementation, reading becomes a priority. The reading has roles in getting information and knowledge. The student expected to be able to understand the reading text and increase student's skills in reading aspect. Nunan (2003 as cited in Rosyita, 2017) states that reading is a fluent process of readers combining information from a text and their own background of knowledge to building meaning, and the goal of reading is comprehension. Consequently, teachers should know how to choose a good textbook for students and need various materials in teaching-learning to help students acquiring skills.

Based on the explanation, researcher interest to analyze "*When English rings a bell*" textbook focus on reading material based on curriculum 2013. The researcher will take an interview by English teacher who teaches English in SMP N1 Sampoiniet. Researcher chooses Sampoiniet because the location is far from the city thus researcher interest to look at the suitability of textbook "*When English rings a bell*" for that place.

B. Research Question

Based on background of the study, researcher would like to find out the relevancy of the English textbook “*When English rings a bell*” for English reading section in the curriculum 2013.

C. The Aim of Study

This study is aimed to find out the relevancy of the English textbook “*When English rings a bell*” for reading section in the curriculum 2013.

D. Limitation of the Problem

The researcher focuses to analyze the relevancy of the English textbook “*When English rings a bell*” for reading section. Analyze divided into two aspects are validity and practicality. The validity means the relevance between the curriculums with textbooks such as the materials. Then, practicality is about the teachers’ impression by using the textbook in classroom.

E. The Key Terms Used

1. Reading Material

Reading material refers to any text or passage that brings messages or ideas to be shared with the learner through the process of reading activity. The good reading material includes interaction between students and teachers as a communication language learning process. So, teacher needs to know a good material used in classroom.

2. *Quality of a Curriculum Product*

According to Kadir (2018) curriculum is designed to focus on developing the attitude (spiritual and social), knowledge, and skills of the students. In addition, it may have a problem with the cost, time, and limitation of skill and knowledge that need to be assessed while a good assessment must be valid, practical, and effective. Evaluating the validity, practicality, and effectiveness of the authentic assessment is crucial concerning to measuring how far the attitude, knowledge, and skill of students have change before and after the course.

F. **Objective of Study**

The objective of study is to analyze the relevancy of the English textbook “*When English rings a bell*” in reading section for second grade of Junior High School.

G. **Significance of Study**

There are some contributions taken from this research.

1. *Theoretically*

This study can support theories on the textbook of “*When English Rings a Bell*” for second grade of Junior High School.

2. *Practically*

The result of this study will be useful to others. For schools, the result is expected useful in selecting textbooks. For teachers, this study will give the

information to choose a good textbook. For students, this study will improve the student's ability in reading and able to understand the written text better. For writer, this study can improve the experience. It can increase her knowledge and she can use it in real class. For the other researchers, this study can be referenced for similar study.



CHAPTER II

LITERATURE REVIEW

A. Curriculum

1. Definition of Curriculum

The term of curriculum has many definitions. In etymology, the curriculum is derived from Latin “*the curricula*”, it means the distance of race that must be taken by a runner. Susilo (2008 as cited Djafar et al, 2018) said the curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of race to reach the finish line. In terminology, curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In addition, Prihantoro (2015) states that curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the organization of learning in order to achieve certain educational goals.

Furthermore, Print (as cited Hussain et al, 2011) said curriculum is an area of vital importance to the professional teacher. Teacher needs to understand and knowledgeable about curriculum to achieve the goals. Olivia in *Tim Pengembang MKDP Kurikulum dan Pembelajaran* (2013) stated curriculum is the plan or program for all experience which the learner encounters under the direction of the school. She stated, “*Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan*

kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu” (UU National System No. 20, 2013).

Based on previous definitions, curriculum is a plan of education content that is taken by teacher and reach by students to achieve educational goals in school or specific courses. As Ahmad said in Prihartoro’s journal (2015) curriculum planning should include several aspects including goals, materials, resources, learning activities, and evaluation as the basis for establishing the curriculum.

2. Levels of Curriculum Representations.

Curriculum representation is visualizations of curriculum. Van Den Akker on SLO (2009) describes curriculum representation into three sections such as intended, implemented, and attained curriculum. He explained the sections of those forms useful to understand the problematic efforts a change curriculum especially in analysis process and outcomes of curriculum innovations.

Table 2.1 *Levels of Curriculum Representations*

INTENDED	<i>Ideal</i>	Vision (Rational or basic philosophy underlying a curriculum)
	<i>Formal/Written</i>	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED	<i>Perceived</i>	Curriculum as interpreted by its

		users (especially teachers)
	<i>Operational</i>	Actual process of teaching and learning (also, curriculum-in-action)
ATTAINED	<i>Experiential</i>	Learning experiences as perceived by learners
	<i>Learned</i>	Resulting learning outcomes of learners

a) Intended

The intended means a planned. Van Den Akker (2009) states that intended refers to planner of curriculum to achieve a purpose. He added, the intended curriculum is divided into two sections, there are ideal and formal/written. *The ideal* describes the origin of vision, basic philosophy, rationale, or underlying of curriculum. While *formal or written* is specified of curriculum by ideal in documents and materials. The intended curriculum affects on curriculum development. The aim of intended is to show the validity of data.

b) Implemented

An implemented means the way of use. The implemented curriculum is an application of intended curriculum. According Van Den Akker (2009) implemented refer to practically of curriculum used. It relates to the

world of teacher and school. The implemented curriculum is divided into two, there are perceived and operational. *The perceived* interpreted by its users especially teachers. While *the operational*, curriculum looks at process of teaching-learning in classroom or curriculum-in-action.

c) Attained

An attained means the achievement. It refers to the effectiveness of material. The attained curriculum focuses on students only. As explained by Van Den Akker (2009), the attained divided into two aspects, experiential and learned. *The experiential* describes student learning experiences. Whereas *learned* is the result of learning outcomes by students. Thus, the attained is target of intended curriculum and curriculum implemented.

Thus, Van den Akker argues the typology of curriculum representations is a helpful analytical tool between curriculum ideals, curriculum in action on classroom, and experienced or achievement of the learner.

3. *The Quality of Curriculum Product*

The criteria of a good curriculum product important to guide the research to collect the data. According to Kadir (2018) curriculum is designed to focus on developing the attitude (spiritual and social), knowledge, and skills of the students. O'Malley & Valdes-Peirce said in Kadir's journal (2018) states that authentic assessment needs to rise up come in the multiple forms of assessment that are able to

reflect students learning, achievement, motivation, attitudes on instructional relevance classroom activities. An authentic assessment also offers a meaningful and productive way to assess the students (Gronlund and Cameran, 2004 as cited by Kadir, 2018). He add, some have a problem with the cost, time, and limitation of skill and knowledge that need to be assessed while a good assessment must be valid, practical, and effective. The evaluating validity, practicality, and effectiveness of the authentic assessment is crucial concerning its drawbacks which might be related to those before it is actually used to measure how far the attitude, knowledge, and skill of students have changed along or after the course. Thus, it appropriate to assess the course on the teaching and learning process.

a) Validity

Content validity is a conclusion and measured performance based on the subject matter that is being tested (Bachman, Brown, as cited in Kadir's journal, 2018).

b) Practicality

Being practical in assessment also means that if the extent to which the demands of the particular test specification can be met within the limits of time and existing human and material resources, it can be concluded as practical assessment (Kadir, 2018).

c) Effectiveness

Effectiveness is another important consideration in analyzing the authentic assessment. An effective assessment is an assessment that considers the

effects of the assessment on students' learning behavior and outcome, aligns with the learning outcomes and curriculum, provides and explains the structure of the assessment for their course, and provides feedback afterward.

B. Component of Curriculum

Component of curriculum is a concept of educational purpose. It is a design plan or technical draw that leads teachers and learners to reach the purpose of education. For this reason, the curriculum must have a good design to guide teacher and learner to meet the goals. Thus, component of curriculum is necessary for the newest curriculum especially curriculum 2013.

Cayadong (2011, as cited in Rachmawati et al, 2014) describes four basic components of curriculum; curriculum aims, goals, and objectives, curriculum content or subject matter, curriculum experience, and curriculum evaluation. The four components of curriculum are essentials because interrelated to each other.

1. Curriculum Aims, Goals, and Objectives

Aims, goals and objectives created for society as pillar and guide people. Aims, goals, and objectives are generating a vision for better living. As explained by Cayadong (2011) that curriculum aims, goals, and objectives explain what is to be done, what to be achieved, the vision, philosophy, as well as the mission of statement and objectives.

a) Aims

Aim is result of plans or actions are intended to achieve. Brown (as cited Rachmawati, 2014) defines goals as general statements concerning desirable and attainable program purposes. Thus, aim refers to provider direction or intent to educational action by curricula.

b) Goals

Goals are statement of educational intention which is more specific than aims. According to Babalola (2014) goals is specific and it's designed to address a specific aspect of the society life through which value and integrity for wholesome living are achieved. Goals involve an entire program, subject area, or multiple grade levels. Even goal is amorphous language or more specific behavioral terms. Objective may also be seen as short term in nature and such as, may cover a month, a day, a week, a term or a semester.

c) Objectives

Objectives are usually specific statements of educational intention which describe general or specific outcomes. Most of objective is written in behavioral terms. Behavioral objectives are divided into specific domains – cognitive, affective, and physical. Therefore objectives designed for classroom activities bring into fore the kind of knowledge and skill needed in society.

2. *Curriculum Content or Subject Matter*

Content is more than simply information to be learned in school. Curriculum content contains information to be learned in school. The subject matter or content ‘what subject matter is to be included’. Here, it contains information about all the aspects to be learned in school. The subject matter in this part is a basic or general lesson, such as mathematics, science, art, social studies, music, physical, vocation education, etc.

3. *Curriculum Experience*

A teacher converts a written curriculum into action. The action is based on planned objectives, subject matter to be taken and support materials to be used (Cayadong, 2011). This needs a teacher’s ability and method in educational activities to enhance learning. The teacher and learner take action to facilitate the learning. The education activities include field viewing, experimenting, interacting with computer programs, field trips, and other experiential learning. Thus, learning experience means the instructional strategies, resources, and activities used.

4. *Curriculum Evaluation*

Curriculum evaluation is the last component of curriculum component. Curriculum evaluation assesses the other components to find a good curriculum. According to Hong (n.d) the process of evaluation aims to monitor, document, and assess the activities. In brief, curriculum evaluation is a method and instrument used to assess the result of the curriculum.

C. Curriculum 2013

1. Definition of Curriculum 2013

Curriculum 2013 is the newest curriculum implemented in Indonesia. Curriculum 2013 was known as *competency and character-based curriculum* (Permendikbud, 2013). This curriculum was implemented by the government to replace the previous curriculum, the curriculum 2006 or *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) which has been used for more than six years in Indonesia.

Curriculum 2013 considers the most important aspect as comprehension, skill, and character education. The students are demanded to have understood about matter, active in discussion and presentation, and have high respect and discipline. The purpose of curriculum 2013 is to make students have the ability to live as individual persons and citizens who are religious, productive, creative, innovative, effective, and able to give contribution to society, country and world civilization. The Regulation of Minister of Education & Culture Number 68 (2013), states the goals of curriculum 2013 are “*Kurikulum 2013 bertujuan untuk mempersiapkan manusia Indonesia agar memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif dan afektif serta mampu berkontribusi pada kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban dunia.*”

Permendikbud No.68 (2013) states the curriculum 2013 is designed with the following characteristics;

- 1) Developing a balance between spiritual and social development of attitudes, curiosity creativity, cooperation with intellectual and psychomotor abilities.
- 2) Schools are part of community that provides as planned learning experience in which students apply what is learned in school to the community and take advantage of the community as a learning source.
- 3) Developing the attitudes, knowledge, and skills and apply them in various situations in schools and communities.
- 4) Giving sufficient time to develop attitudes, knowledge, and skills.
- 5) Competence is expressed in the form of grade core competencies further detail in basic competencies lessons.
- 6) Class core competencies became organizing elements of the basic competencies, in which all the basic competencies and learning process is developed to achieve the stated competency in core competencies.
- 7) Basic competencies are developed based on the accumulative principles, mutually reinforced and enriched between subject and educational levels.

2. Syllabus

Syllabus is a document that consists of topic subject. According to Muslich (2009, as cited by Widiastuti et al, 2013), syllabus is development of curriculum, it is an explanation from standard competencies and based competencies that students should reach. Syllabus consists of core competencies, basic competences, materials, indicators, scoring, times, and source which is developed by level of education.

The competences in curriculum 2013 named Core and Basic Competence. The core competence is broken down into basic competence.

a) Core Competence

The core competence is a level of ability to achieve the Standard of Competency Passing Grade (*Standar Kompetensi Kelulusan*) that students' have in every degree, class or program. The curriculum 2013 has four core competencies. Core competences 1 is religion domain. Core competence 2 is affective domain. Core competence 3 is cognitive domain. The last is core competence 4 as psychomotor domain. Then, the core competence is broken down into basic competence.

KI-1. Appreciate and comprehend the followed religion doctrine.

KI-2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behavior in effective interaction with the social and natural environment.

KI-3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner 's curiosity of science, technology, arts, and culture related to the visible phenomena.

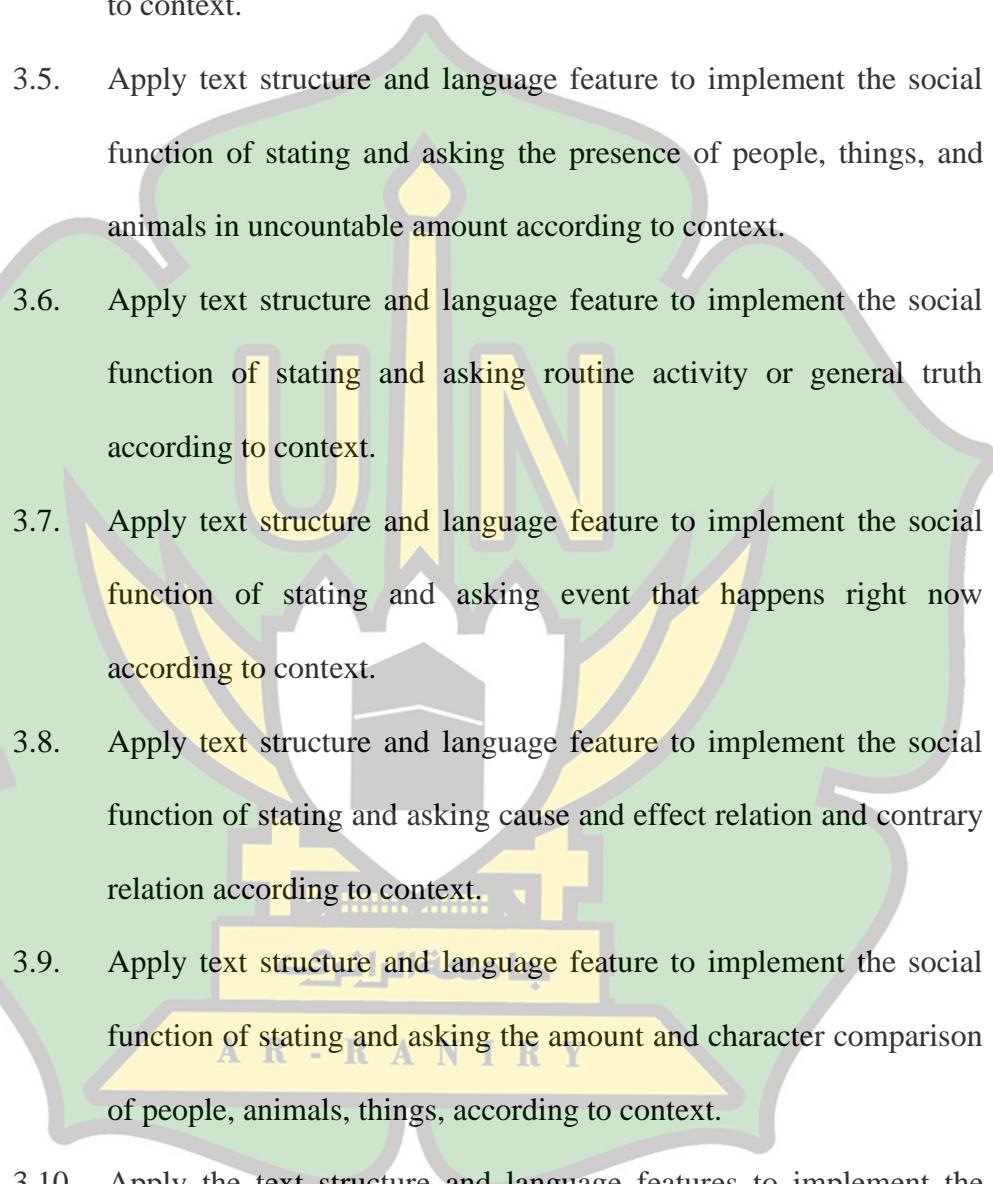
KI-4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.

b) Basic Competencies

Basic competence is abilities that learners have to achieve core competence through learning. Basic competence is statement containing knowledge, skills, attitudes, and values that are reflected in the way of thinking and acting after students learned and finished one of the four skills (reading, writing, listening, and speaking).

In this study, the researcher focuses to analyze a reading material. Based on Permendikbud, No.68 (2013), the basic competence on reading aspect as follow;

- 3.1. Apply text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliments, and asking and giving opinion expressions and responses according to context.
- 3.2. Apply text structure and language feature to implement the social function of stating and asking ability and willingness according to context.
- 3.3. Apply text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.

- 
- 3.4. Apply text structure and language feature to implement the social function of personal invitation letters and greeting cards according to context.
- 3.5. Apply text structure and language feature to implement the social function of stating and asking the presence of people, things, and animals in uncountable amount according to context.
- 3.6. Apply text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.
- 3.7. Apply text structure and language feature to implement the social function of stating and asking event that happens right now according to context.
- 3.8. Apply text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.
- 3.9. Apply text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animals, things, according to context.
- 3.10. Apply the text structure and language features to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.

- 3.11. Apply text structure and language feature to implement the social function of stating and asking past events according to context.
- 3.12. Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.
- 3.13. Apply text structure and language feature to implement the social function of short message and notice according to context.
- 3.14. Understand the social function, text structure, and language feature of narrative text in form of fable according to context.
- 3.15. Apply text structure and language features to implement the social function of song.

c) Achievement Indicator

Achievement indicator is a part of basic competence that can be measured especially to assess the students' achievement in learning process.

d) Core Materials

Core material is lessons that have to be learned by students in learning process.

D. Textbook

1. Definition of Textbook

Textbook plays important role as materials in teaching-learning process. Textbook is a book giving instruction in a subject, used especially in schools.

According to Tomlinson (2011, as cited by Nimasari, 2016) textbooks provide core materials for the language-teaching courses and aim to serve what student and teacher need during a learning process. Similarly, Byrd (as cited by Nimasari, 2016) states that content, teaching, and learning activities that influence much of every learning process in the classroom are supported in the textbooks. As identified by Nisak (2013) textbook is a book which consists of the materials of certain subject, English for example, used by teacher and the students in carrying out a learning-teaching process in classroom. She added, the materials provided in a textbook are designed based on valid curriculum.

As an instrument, textbook provides a guide for a teacher to develop the teaching-learning activity because it provides materials for learners to achieve the learning objectives. Textbook is easy to buy, to carry and to study thus it is effective to use in learning process especially in school. Hence, the textbook is easiest and cheapest way of providing learning materials.

2. *The Role of Textbook*

A textbook is the main media of learning process. It plays an important role besides other modern tools of education. Textbook has a different functions for teachers and students even they learn in a single room. For teachers, textbook helps in designing an outline that used in teaching. It is easier for teacher to organize the information and activities based on the textbook systematically. For students, textbook helps understand and comprehend the material because the material includes

the pictures, graph, maps and other illustrative materials. According to Ravith (2003) and Valverde et al, (2002) as cited by Okeeffe (2013) textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects.

The student use textbook as the main source for preparing the student as an individual or group before teaching and learning process in the class, interacting with the others, doing assignments that are given by teacher, and preparing the student for the test and final examination. Whereas for teacher textbook use as the sources for give an assignment, make teaching design, materials reserves, contextual references, and arrange the evaluation materials.

As explained by Cunningsworth (1995, as cited Ayu, 2018) textbook has role as below;

- 1) An effective resource for self-directed learning and self-study.
- 2) A valuable resource for presentation material (written and spoken).
- 3) A source of ideas and activities for learner practice and communicative interaction.
- 4) A reference sources of students.
- 5) A syllabus.
- 6) A support for inexperienced teachers to gain confidence and demonstrate new methodologies.

Besides, according to Martono (2005, as cited by Nisak, 2013) there are some central roles of a textbook in developing student's ability as follows;

- 1) Book plays a role as information source, and teachers' role is the agent and information seller.
- 2) Book are able to attract students' interest and willingness to master all the information served with high motivation.
- 3) Books can be students' learning-manager, where it provides information in various difficulties, including test and its related answers.
- 4) Books are able to fulfill curriculum demands and implement the curriculum messages or even more.
- 5) Books are able to be used as the tool of shaping student's instincts and forming the student's attitude in dealing with the relatively quick changes of the world by this 21st century.
- 6) Books provide essential and strategic information to solve problems.
- 7) Books provide communicative, interesting and non-monotone information.

3. *The Criteria of a Good Textbook*

A good textbook has criteria. The criteria helps teacher choose a good textbook. As Tarigan (2009) said the criteria of a good textbook help assessor to make textbooks' evaluation instruments that will be used to assess the aspects being evaluated. He added some criteria as follow: textbook has base, principal, and certain viewpoint base on the concepts that used in textbook clearly, textbook should be

relevant with curriculum, textbook is interesting and increasing reader enthusiasm, textbook gives motivation to reader, textbook can stimulate students' activity, textbook has interesting illustration for reader, the understanding should be preceded by correct communications, the content of the textbook supports the other subject, textbook appreciates individual diversity, textbook tries to reinforce the value that is applied in society, and textbook has clear viewpoint.

Further *Pusat Perbukuan BSNP* (2011, as cited by Masy'iah and Ciptaningrum, 2018) defines several criteria for quality textbooks. The criteria include aspects of content, presentation, language use, and readability.

1) Aspect of content

According to *Pusat Perbukuan*, aspect of content has; (1) the conformity between reading materials and curriculum, (2) kind of genres found in the reading materials, (3) the arrangement of reading materials based on the level of difficulty, (4) reading tasks which are given to develop students' ability, (5) the reading materials which are considered about the respects of gender, religion, and race.

2) Aspect of presentation

The criteria of a good textbook in aspect of presentation are; (1) learning purpose which stated explicitly and leads to mastery of communication competence, (2) the presentation of each chapter reflects the logical path and coherence, (3) the presentation of each chapter arranged

from easy to difficult materials, (4) the conformity between tasks and materials, (5) the presentation of each chapter engaging students to communicate using English actively, (6) the presentation of each chapter supporting students to interest in English subject, and (7) the presentation of each chapter supporting students to reflect and evaluate themselves.

3) Aspect of language use and readability

An aspect of language, the standard of English language use according to language rules; the use of English which is appropriate with needs of communication learning, the presentation of paragraphs which are present effectively by considering coherence and cohesiveness, the use of illustrations which are functional and relevant with the materials.

Byrd (2001, as cited Suryani, 2018) describe several criteria for choosing and evaluating textbook. First, the suitability between the material and the curriculum. Second, the suitability between the material and the students. The third, the suitability between the material and the teacher because it is used by the teacher as guidance to teach students. Thus as mentions, researcher focus to point one in *Pusat bahasa* criteria and all the criteria by Byrd because it related to the study need.

E. Reading

1. Definition of Reading

There are various definitions of reading has been made. Spratt, Pulverness, & William (2005) explain that reading is an activity that readers respond to and make

sense of a text being read then connected to their prior knowledge. Reading is also defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2015).

Nevertheless, reading is not simple. Reading not only pronounces a word that is written, reading has more than that. Reading needs to think, feel, imagine and understand. We should understand the text we read and get the knowledge from. As Nunan (2003, as cited by Mart, 2012) said that reading is a fluent process in building the meaning, readers should combine information from the text with their own background of knowledge. This activity is done when the reader understands and connected the text with the knowledge they have. Thus, reader should completely understand what he/she read and re-explain to the others until audience understands what he/she said.

Razali, K & I (2013) states there are five abilities to be mastered by the reader;

- 1) Ability to associate the meaning and understand words based on context.
- 2) Ability to read and understand the phrase, clause sentence, paragraph and whole selection.
- 3) Ability to get main idea, follow direct and draw inference.
- 4) Ability to get involved in reading, organization of the text, tone and mood and writer intent.
- 5) Ability to retain main idea and related it with reader experience.

2. *Reading materials*

According to Tomlinson (2013) materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory of kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. While reading is an activity to get knowledge by text being read. Thus, reading material refers to any text or passage that brings certain messages or ideas to be shared with the reader through the process of reading activity. The good reading material includes interaction between student and teacher as communication language-learning process. English teachers should provide the material to increase students' abilities. The material can come from books, magazines, newspapers, videos, internet, audio, but should refer to the curriculum use. The materials suggested by Curriculum are materials of reading not only suitable with the topic discuss but the point of the message, plot of the thought, structure of the text, lexical characteristic and correctness of the language should be good for students. Consequently, teacher needs to know a good material used in classroom.

3. *The Purpose of Reading.*

Every activity has a purpose even reading. The purpose of reading is to connect the ideas on the page to what reader already knows. People read the same book in different ways because of their purposes different. The reader's purpose plays an important part in determining the way they read.

Grabe and Stoller (2000 as cited by Grabe, 2004) believe that reading purposes are classified under seven main goals. They are:

- a. Reading to search for simple information.

Reading to search for simple information is common reading ability. People typically scan the text for a specific piece of information or a specific word.

- b. Reading to skim quickly.

Reading to skim is a common part of many reading tasks and a useful skill in its own right. It is a combination of strategies for guessing where important information might be in the text.

- c. Reading to learn from the text.

It occurs in academic and professional context in a person needs to learn a considerable amount of information from a text.

- d. Reading to integrate information.

It requires more decision about importance complementary, supporting each other or contrast information and accommodates the information from many sources.

- e. Reading to write.

People read a text to represent academic tasks that call upon the reading abilities needed to integrate information.

- f. Reading to critique texts.

The reader evaluates information so that readers can decide what information to integrate and how to integrate it for the readers' goal.

g. Reading for general comprehension.

It is actually more complex than commonly assumed because it requires very rapid automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

F. Previous Studies

There have been several studies on analyzing the content of textbook as a curriculum product. According to Safitri (2014), the criteria of a good English textbook are related to the basic competence in curriculum used, and the materials in text are quite good based on vocabulary used on the text, organization of paragraph, and the text makes student better to understand. Thus, in this research, she used three procedures to analyze the material on textbook. Those were reading the text, identification, and classification. But, she focused on looking for reading materials from the book to analyze the text.

Based on Hapsari's (2017) research finding, there are several negative aspects of changing the curriculum. It makes some teacher get confused on choosing the textbook or materials, even they have a textbook. The teacher difficult to get textbooks which appropriate with a curriculum 2013 from the government. Hence, she focuses to analyze the quality of the textbook based on Cunningsworth's theory. Cunningsworth classified to analyzing textbooks into two kinds; impressionistic

analysis and in-depth analysis. In impressionistic, she analyzes a cover, content of materials, learning activities, organization of a book, and a layout. While in-depth, it focuses on detailed information, such as the aims and approach, language and content, language skills, and practical consideration. In analyzing the data, she used an interactive model by Miles and Huberman. The interactive model divided into 3, such as data reduction, data display, and drawing the data or conclusion.

On Radiah (2016) research, she found the relevant curriculum and textbook is important. The material on textbook should be related to standard competence and basic competence in curriculum 2013. Not only with curriculum, but the material should also be easier for student comprehend, even on text and question. Students not only understand the text but also should know the structure, kind of question words, and kinds of tenses. Thus, analyze the textbook being important to reach the student's needs. According to Marzuki, an analysis in a study is aimed to narrow and limited discoveries to be regular data, arranged and more valuable. The process of analysis is an effort to get the answer to questions about the formulations and lessons or something we acquired in the research project. Analysis not only to find out errors from the object study or textbook but also to make a certain unit detailed parts.

From the related studies, there are some similarities and differences in the research. The similarities of this study are they used a curriculum 2013 as a guide to analyzing the textbook. It showed that curriculum has important roles on analyze the textbook. Whereas the differences are Safitri focus to analyze the type of genre used on the text such as descriptive, narrative, orientation, procedure, etc. Radiah focus to

analyze the type of genre and question used. Meanwhile, Hapsari analyzes all about content on textbook such as cover, language use, language skill, layout, organization of the book, the aims, etc



CHAPTER III

RESEARCH METHOD

A. Research Design

The research designs used in this study is qualitative research. According to Williams (2007), qualitative research is the social phenomenon being investigated from the participant's viewpoint. This research uses a type case of study. Creswell (2003, as cited William, 2007) defines a case study as “researcher explores in-depth program, an event, an activity, a process, or one or more individuals”. He suggests the structure of the case study should be the problem, the content, the issues, and the lesson learned. The aims of case study to improve the knowledge of real contemporary communication events in context. Thus, researcher use case study because it assists researcher in analyzing the quality of textbook. The data will get by using document analysis and interview.

B. Research Subject

The subject of this research is textbook entitle “*When English Rings a Bell*” published by the Ministry of Education and Culture Indonesia in 2016. The researcher used purposive sampling to find out a participant. As explained by Mesa et al, (2016) purposive sampling is used when a diverse sample is necessary or the opinion of experts in a particular field is the topic of interest. Thus, researchers

choose the English teacher of SMP N1 Sampoiniet as a participant who only has one teacher in teaching English at school.

C. Setting

This study by English textbook for second grade of junior high school entitles “*When English rings a bell*” was published by the Ministry of Education and Culture Indonesia in 2016. The textbook was written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. This textbook has 13 chapters and 234 pages in the scope of first semester and second semester.

The English teacher that researcher takes interview comes from SMPN1 Sampoiniet. She using “*When English rings a bell*” textbook in the classroom for four years. Besides, the school is located in Jl. Banda Aceh – Meulaboh, KM 109, Kecamatan Sampoiniet, Aceh Jaya.

D. Data Collection

This study used the following instruments in collecting data include document analysis and interview.

Table 3.1 *Summary of Data Collection*

No.	Instrument	Respondents	Criteria
1.	Checklist	Researcher	Validity
2.	Interview	Teachers	Practicality

1. Document Analysis or Documentation

This research uses document analysis to collect data based on the research question. Herdiansyah (2011, as cited Wulandari, n.d) states that documentation is one of qualitative data collection methods by viewing or analyzing documents created by the research subject or by the others. The document analyzes by syllabus designed. The researcher needs to analyze to looking for the validity of data whether the document is an accordance with syllabus or not.

The researcher used a checklist method to analyze a document. As explained by McGrath (2002, as cited by Jusuf, 2018) checklist method consists of list items with the purpose to identify the information within the materials. It is appropriate for the researcher needed.

2. Interview

A researcher also takes an interview to collect data from a teacher. According to Scott, an interview is purposeful exchange ideas, the answering of questions and communication between two or more persons. The exchanges include communication and develop the meaning of topic. According to Easwaramoorthy (2006), there are three types of interviews; structured interview, semi-structured interview, and unstructured interview. A structured interview is an interview that asks a set of standard, predetermined questions about particular topics, in a specific order. A semi-structured interview is an interview that uses a set of predetermined questions and the

respondent answers in their own words. Meanwhile, an unstructured interview is an interview with no specific guidelines, restrictions, predetermined questions, or list options. Thus in this research, researcher used a semi-structured interview because this useful to get in-depth information in a systematic manner by respondent especially teacher.

In this study, researcher took interviews with teacher to get more explicit information. The interview conducts by asking teacher about the practicality of using “*When English Rings a Bell*” textbook. The conclusion will be described based on a teacher’s answer to fulfill the purpose of the research.

E. Data Analysis

Hence, the data analysis in this research aims to answer two questions that are the validity and practicality of textbook by using different instruments. The researcher used document analysis and interview.

1. Document analysis

The data analyze based on Curriculum or syllabus. Researcher put syllabus and textbook materials on a table. Researcher stains related and unrelated material to find out the relevance. Then, researcher put the relevance or irrelevance material into another table. Also, researcher uses Sudijono’s formula to looking at the percentages. To conclude, the result of the data will describe by researcher. The Sudijono’s formula as bellow;

$$P = \frac{F}{N} \times 100\%$$

Explanation;

P = Percentage

F = Numbers of student choose of answer

N = Numbers of student

2. *Interview*

An interview will describe by researcher. While describing the interview, researcher uses Miles and Huberman's method to facilitate the process. Miles and Huberman (1998, as cited Wandt et al, 2013) expressed there are three steps to analyze the data, namely data reduction, data display, and conclusion. Data reduction focus on the important things only, data display means a set of information that provides the conclusions and takes action, meanwhile the conclusion is a clear description of the data. It means it end or result. Thus, researchers will reduce and display the data which not appropriate with research questions. Then the result of interview will be described.



CHAPTER IV

RESULT AND DISCUSSION

A. Research results

The data of this study were collected by analysis documents and interview. Analysis documents were looking to the validity of the textbook while interview to looking at the practicality using the textbook.

1. Results of document analysis

The researcher used the component of curriculum to analyze the validity of textbook “*When English rings a bell*” published by the Ministry of Education and Culture Indonesia in 2016. This textbook has 13 chapters and 234 pages in scope of two semesters, first and second.

Based on the components, there are four aspects to analyzing textbooks. There are goals, subject matter, experience, and evaluation. All items were listed in the syllabus. The finding of document analysis is indicated in table 4.1 below.

Table 4.1 *Document analysis by checklist*

Curriculum		When English Ring a Bell				Pages
Basic Competences (K.I)	Indicator/Sub-bab Basic Competence	Example of Material	Relevant	Almost Relevant	Irrelevant	
3.1 Apply the structure and language	3.1.1 Apply the structure expression of getting	“We will play the roles of the students and the teachers in the	√			4, 5, 6, 11

feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context.	attention and responses according to context.	<p>conversations to get other people's attention."</p> <p>Teacher: <i>Everybody, may I have your attention, please?</i></p> <p>Students: Yes, <i>ma'am.</i></p>				
	3.1.2 Checking understanding and responses according to context.	<p>"We will play the roles of students and teachers in the conversations to check if they are understood"</p> <p>Teacher: <i>Edo, do you know what to do?</i></p> <p>Student: <i>Sorry, ma'am. I don't. Say that again, please.</i></p>	√			4, 6, 13, 14, 15,
	3.1.3 Giving compliment (appreciate) responses according to context	<p>Teacher: <i>Thank you, Lina. Your story is very interesting. I like it.</i></p> <p>Student: <i>Thank you, ma'am.</i></p>	√			10, 16, 17,
	3.1.4 Asking and giving opinion expression and responses according to context.	<p>"We will play the roles of the students and the teacher in the conversations to tell and ask what or the other people think of something".</p> <p>Teacher: <i>Udin, what do you think of our classroom?</i></p>	√			5, 6, 7, 9, 10, 11, 12, 15, 16, 17.

		Student: <i>It's very dirty ma'am. Some people don't care.</i>				
3.2 Apply text structure and language feature to implement the social function of stating and asking ability and willingness according to context.	3.2.1 Stating and asking ability use modal <i>can</i> .	<p>"We will play the roles of the students in the conversations to say what they can or cannot do or what they will and will not do."</p> <p>Student A : <i>Beni, can you write the message in English?</i></p> <p>Student B : <i>I don't think I can, but I will try.</i></p>	√			20, 21.
	3.2.2 Stating and asking the willingness use modal <i>will</i> .	<p>"We will play the roles of the students in the conversations to say what they will or will not do."</p> <p>Student A : <i>Udin, will you help me to bring this book ?</i></p> <p>Student B : <i>Sure.</i></p>	√			21, 27, 28.
3.3 Apply text structure and language feature to implement the social function of giving instruction, giving invitation	3.3.1 Giving instruction expression and responses according to context.	<p>Again, we will play the roles of the speakers in the conversation. Now, it is between Beni and Edo. They tell and invite each other to do some things.</p> <p>Edo : <i>"Hello, Beni. This Edo. How are you?"</i></p> <p>Beni : <i>I'm fine.</i></p> <p>Edo : <i>Beni, are you coming to Lina's</i></p>	√			47, 49, 51, 53, 58, 61.

<p>n, giving prohibition, asking for permission expression and responses according to context.</p>		<p><i>birthday party?</i></p> <p>Beni : Yes. <i>You are coming too, aren't you?</i></p> <p>Edo : <i>Of course. Let's walk together to her house.</i></p> <p>Beni : <i>Ok. Don't forget to wear a T-shirt. We will play outdoor games there.</i></p> <p>...</p>				
	<p>3.3.2 Giving invitation expression and responses according to context.</p>	<p>We will play the roles of the students in conversations. They are celebrating Lina's birthday.</p> <p>Beni : <i>Siti, Dayu, Let's sing Lina's favourite song together.</i></p> <p>Dayu : <i>Sure.</i></p> <p>Siti : <i>Sure.</i></p>	√			<p>47, 49, 51, 53, 61.</p>
	<p>3.3.3 Prohibition expression and responses according to context.</p>	<p>We will play the roles of the students in conversations. They are celebrating Lina's birthday.</p> <p>Lina : <i>Edo, this cup is really beautiful. Thanks.</i></p> <p>Edo : <i>I'm happy you like it. Remember, never put hot water in it,</i></p>	√			<p>51, 60, 61.</p>

		ok?				
	3.3.4 Asking permission and responses according to context.	<p>We will play the roles of the teacher and the students in the conversations. Now, we will learn to ask the teacher for permission to do something.</p> <p>Teacher : <i>Beni, have a seat. Go back to your group.</i></p> <p>Student : <i>Sorry, ma'am. Please excuse me. I will return this dictionary to the library.</i></p>	√			58, 60, 61.
3.4 Apply text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.	3.4.1 Apply personal invitation letter according to context.	-			√	-
	3.4.2 Apply greeting card according to context.	<p>We will look closely into some other greeting cards.</p> <p><i>Thanks for being there through the tears, laughter and dirty diapers.</i></p> <p><i>Happy Father's Day!</i></p>	√			67, 69, 70, 71, 72.
3.5 Apply text structure and	3.5.1 State and asking the	We will state the characters we have in this book. we will start with		√		76.

<p>language feature to implement the social function of stating and asking the presence of people, things, and animal in uncountable amount according to context.</p>	<p>presence of people according to context.</p>	<p>“There is/are..” meaning “ada” in Bahasa Indonesia.</p> <p><i>“There are six characters in this book. there are three girls: Siti, Dayu, and Lina. There are three boys: Udin, Beni, and Edo. There is one girl with a head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair. There is one boy with curly hair, Edo. There is one boy with straight hair, Udin. There is one boy with wavy hair, Beni.”</i></p>				
	<p>3.5.2 State and asking a things according to context.</p>	<p>We will learn to describe things by stating what there are.</p> <p><i>“In big cities, there are many traffic jams everywhere. There are many kinds of vehicles, cars, big buses, minibuses, trucks, bicycle, motorcycles, and becaks. Luckily, there are not many cars now.”</i></p>		√		77, 78.
	<p>3.5.3 State and asking of animal in uncountable</p>	-		√		-

		according to context.					
3.6	Apply text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.	3.6.1 State and asking a routine activity according to context.	We will tell what the zoo keepers do as their routine. <i>"He feeds animals every day. She prepares foods and drinks for the animals every morning. They clean the animal's cages every morning."</i>	√			91, 92, 94, 95, 96.
		3.6.2 State and asking general true events according to context.	We will learn to describe the animals in the zoo, one by one. <i>"Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of the live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants."</i>	√		88	
3.7	Apply text structure and language feature to implement the social function	3.7.1 State and asking the activity that happens right now according to context.	We will work in groups. We will learn to say what Edo, Siti, Lina, Dayu, and Udin are doing. <i>"The boys and the girl are busy cleaning up the classroom. Udin is sweeping the floor."</i>	√			103, 107, 108, 110, 111, 112, 113.

	of stating and asking event that happens right now according to context.		Siti is mopping the floor. Lina is cleaning the whiteboard. Edo is putting the books back into the shelf and Dayu is taking the rubbish to the rubbish in outside."				
3.8	Apply text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.	3.8.1	State and asking cause and effect relation according to context.	-		√	-
		3.8.2	State and asking contrary relation according to context.	-		√	-
3.9	Apply text structure and language feature to implement the social function of stating	3.9.1	State and asking the amount and character comparison of people according to context.	We will play the roles of the speakers in the conversations. Siti : <i>I think Bono will win the race!</i> Lina : <i>I think so too. Bono is thinner but stronger than Gani. Gani is bigger but weaker</i>	√		120, 122, 123, 128, 133, 136.

and asking the amount and character comparison of people, animal, things, according to context.	3.9.2	State and asking the amount and character comparison of animal according to context.	<p>than Bono.</p> <p>We will play the roles of the speakers in the conversations.</p> <p>Student : Look! The horse and the donkey look alike. But, the horse is bigger than the donkey. The donkey is smaller than the horse, right?</p>	√			121, 136.
	3.9.3	State and asking amount and character comparison of things according to context.	<p>We will play the roles of the speakers.</p> <p>"My ruler is shorter than Dina's. Dina's longer than mine. Dina's is 50 centimeters long, and mine is only 30 centimeters long."</p>	√			121, 122, 123, 127, 128, 132, 133, 136.
	3.10	Apply the text structure and language feature to implement the social function of short descriptive text by stating	<p>3.10.1 State and asking about people description according to context.</p> <p>3.10.2 State and asking about animal description according</p>			√	-
						√	-

and asking about the description of people, animal, and things according to context.	3.10.3 State and asking about things description according to context.	-			√	-
3.11 Apply text structure and language feature to implement the social function of stating and asking past events according to context.	3.11.1 State and asking the past events according to context	<p>We will play the roles of the speakers in the conversations.</p> <p><i>"This is me when I was three point for kilograms and fifty two centimeters long. Now, I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I had no hair. Now I have long hair."</i></p>	√			142, 143, 144, 146, 148, 149, 156, 163.
3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking	3.12.1 State and asking about activity, event, and phenomena in recount text according to context.	<p>We will say Edo's sentences in his presentation.</p> <p><i>"My brother, Rizal and I made the garden benches after my father cut down the old mango three weeks ago. We saw a big piece of wood. Then we had an idea. We told dad we wanted to make garden benches."</i></p>	√			169, 174, 178, 179, 183, 187.

about activity, event, and phenomena according to context.		<p>He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter and 25 cm in height. After that, Rizal and I rubbed them with sandpaper to make them smooth. After that, we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days."</p>				
3.13 Apply text structure and language feature to implement the social function of short message and notice according to context.	3.13.1 State and asking short message according to context.	<p>We will read the short telephone messages to each other in groups.</p> <p>Edo : Udin, we have a lot of assignments for tomorrow. Let's work together at my house. Beni and Lina are coming too.</p> <p>Udin : Sure. What time will we start?</p> <p>Edo : At 3 pm. Don't forget to bring a calculator, ok?</p> <p>Udin : Ok. See you then.</p>	√			198, 200, 208, 209.
	3.13.2 State and asking	<p>We will work in groups. We will</p>	√			210, 211,

	notice according to context.	learn to write the notices in the correct form. <i>You can play in the school ground. But you must not bring your dog with you.</i> <i>Cheers,</i> <i>Irfan</i>				212, 213, 214, 215.
3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.	3.14.1 State and asking narrative text in form of fable according to context.	-			√	-
3.15 Apply text structure and language feature to implement the social function of song.	3.15.1 Elaborate the message of song to implement the social function of song.	We will read the lyric of a song. If we want, we can download the song from the internet. Here is a very good song about friendship and togetherness.	√			82, 83, 218, 219.

Researcher itemized the written material in the table as follow;

Table 4.2 *The numbers of relevance material*

The relevance materials	The indicator	The numbers of indicator
Relevant	Indicators of 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.2, 3.6.1, 3.6.2, 3.7.1, 3.9.1, 3.9.2, 3.9.3, 3.11.1, 3.12.1, 3.13.1, 3.13.2, 3.15.1	22
Almost relevant	Indicator of 3.5.1, 3.5.2	2
Irrelevant	Indicator of 3.4.1, 3.5.3, 3.8.1, 3.8.2, 3.10.1, 3.10.2, 3.10.3, 3.14.1	8
Total		32 Indicators

Table 4.2 shows that the relevance between curriculum 2013 with “*When English rings a bell*” material. There are 32 indicators, it shown 22 are relevant material to each other. It shows that relevance material places a higher sequence. Meanwhile, irrelevance materials places in the lowest.

Then, researcher made a percentage from table 4.2. There are 32 materials in indicator which are divided into three sections; relevant, almost relevant, and

irrelevant. Then this data was calculated by using Sudijono's formula and the result as follows;

Table 4.3 *The percentage of relevance material*

The relevance materials	The number of indicator
Relevant	68.75%
Almost relevant	6.25%
Irrelevant	25%
Total	100%

According to table 4.3, researcher found that the relevance between curriculum 2013 and materials of "*When English rings a bell*" textbook for second grade of junior high school embrace the around 68,75% percent.

2. *Results of interview*

The interview was conducted on 22nd July 2020. Researchers interview English teacher who teach English in second grade. Researcher asked teacher about the use of "*When English rings a bell*" textbook in the class. There are ten questions asked to teacher's perceptions about the use of English textbook "*When English rings a bell*" in teaching-learning process and researcher provides the transcript to give a clear interview description.

Q1 : In teaching English, what textbook do you use?

A : I used that textbook "*When English rings a bell*"

Q2 : Why do you use that book?

A : Em, that book given by school. That for students and that book also for teachers. So we use it.

Q3 : How long do you use “*When English rings a bell*” as a guidebook in this school?

A : Ee because I have been teaching for 4 years, sometimes I teach using the book, sometimes not. Because students here are difficult to use it.

Q : Yes, miss. So you have been using this book for more than 4 years?

A : He-em, alright.

Q4 : How your daily life using this textbook in the class?

A : That rather difficult for students. It’s because the student doesn’t meet English in elementary school, so when they come to junior high school, we (teacher) teach again from zero. There is no tutoring place here, it makes difficult to teach using this book.

Q5 : Do you personally have difficulty using this book?

A : Em, Im personally doesn’t difficult, *insyaAllah*. It’s because we understood, but to transfer to students it a little bit difficult.

Q6 : What is the difficulty using this book in the classroom, miss?

A : Ee, in the classroom, students do not understand the language. Then they don't know vocabulary. Moreover, if they do not bring a dictionary, they ask teacher more than make it alone.

Q7 : What do you do to resolve it miss?

A : Ee, the difficulty., then I will ask them to write the material in this book, example if there is a verb, I order them to come in front of class, write it one by one then translate. But before that, I explain it. Like a *Mobil*, what is *Mobil* in English? It's a verb? Or adjective? Then they can open the dictionary. So we guide them. We explain before, then, we order them. If doesn't like that, they do not understand.

Q8 : What are the advantages and disadvantages of this textbook?

A : Actually, this book is good for student who has basic in English. But to students here (SMPN1 Sampoiniet), they do not have a basic in English so when we use "*When English rings a bell*" textbook it more difficult. It because the book doesn't have vocabulary, only pictures and conversations and it's all in English.

Q : Do you mean it doesn't focus to grammar?

A : He-em, that nothing. It's most conversation only. If they know vocabulary, the student will easy to ask to speak.

Q9 : Do you think this book is suitable for junior high school students especially those in grade 2?

A : In my opinion, em this textbook is not suitable for second grade because like I said before, the student from elementary school, they do not have the basics of learning English. They know English when they come to junior high school. So, we have to teach from the beginning again, for example, a b c, numbers. They don't know at all. I have asked I, you, we, they, some of them still don't know. But if they go to school in the city, they already know. When I said " Please write one example of verb", that they don't know. Some of them don't know what the 'verb' is.

Q10: What are your criticisms and suggestions using this "*When English rings a bell*" textbook for 4 years?

A : There is no criticism for this book. I want this book to be translated in a certain section. Then, nothing explanation of present, past tense. It does not exist. Because mostly here dialogue and conversation. Em, there is a book (*looking for the books*). like this, "Everybody may I have your attention, please" (*reading the books*). If I speak English, they don't understand. "what is that book?". Sometimes, "everybody" they don't know. It's second grade. third grade too. When I ask, they just keep quiet. Later they say like this "what is that book? what are you talking about miss? Just Indonesian miss, we do not understand. Moreover, someone

answered in Acehnese “*leh peu peu ibuk nyan peugah*”. But if I say “attention pleas” in several times, they already understand. Likes “sit down”, like that.

Q : You mean they already understand the imperative sentence miss?

A : He-em, it is understood but must be repeated often. Earlier, I entered the third grade, pats tense they don't know. I told to say they don't know. I just ask the name of tenses they don't know. For example ‘go’ to ‘went’ is what tenses? Past tense? They don't even know. Until third grade, we must repeat. Now, the material already in the narrative, descriptive, procedure, it's already high. That was the third grade.

Q : So, what do you think this book should add? Criticisms and suggestions according to miss.

A : This book is actually good for students who already understand English. There is no criticism. The suggestion is, just more vocabulary. It can put in the back. Then, add the grammar more. If possible, put a small dictionary in the back of textbook or adjective, a verb thus there is a guide for students. So that if there is already a verb, an adjective in the back, it comfortable for students to learn. That's all my opinion.

Based on teachers' responses, researchers found information that the use of English textbook “*When English rings a bell*” in the classroom is not compatible. It is

seen in learning process every day. As teachers' information, its because many students do not understand the contents of textbooks without teacher explanation, lack of students' ability in English, consequently teachers were difficult to transfer the knowledge to students. Moreover, the lack of explanation in textbook "*When English rings a bell*" makes it one of the factors that make this book difficult to uses at SMPN1 Sampoiniet.

B. Discussion

This study analyzes the relevancy of English textbook "*When English rings a bell*" for English reading section in the curriculum 2013 for second grade of junior high school. The research focus to analyze the validity of textbook "*When English rings a bell*" based on curriculum 2013 and practicality of using textbook by English teacher. It refers to the criteria of textbook by Byrd. According to Byrd (2001, as cited Suryani, 2018), there are three aspects to evaluate the textbook. First, the suitability between the material and the curriculum. Second, the suitability between the material and the students. Third, the suitability between the material and the teacher because it is used by the teacher as guidance to teach students. Thus, researcher used two aspects which are the suitability between the material and the curriculum (the validity) and suitability between the material and the teacher (practicality) by Byrd. Researcher didn't use the suitability between the material and the student because so difficult to find the student during the pandemic consequently,

researcher only focus on suing two-aspect only, there are validity and practicality of the textbook.

This study used qualitative research. According to Williams (2007) qualitative research is the social phenomenon being investigated from the participant's viewpoint. Researcher used document analysis and interview in collecting the data. The document analysis analyzed by syllabus design and the interview took by English teacher. The researcher used document analysis to looking at the suitability between textbook material and curriculum 2013. For 32 indicators listed in syllabus, it shows 68.75% are relevant, 6.25% are almost relevant and 25% are irrelevant with "*When English rings a bell*" textbook. Thus, the validity of the English textbook "*When English rings a bell*" scored 68.75%.

Researcher took an interview by English teacher to get more explicit information. Researchers use semi-structured interview to get in-depth information. After analyzing the data, researcher found that using "*When English rings a bell*" textbook in the classroom is not compatible. The factor is because many students do not understand the contents of textbooks without teacher explanation, lack of students' ability in English, consequently teacher difficult to transfer the knowledge to students. Thus, the result of interview showed that using "*When English rings a bell*" textbook is not suitable for second grade of SMPN1 Sampoiniet.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter comes up with conclusion and suggestion based on findings and discussions in previous studies. The conclusion of using “*When English rings a bell*” in reading material was conducted by document analysis and interview. Document analysis found that syllabus and material of “*When English rings a bell*” are relevant and irrelevant materials to each other. It was proved by the result of checking the material on the table of checklist. Meanwhile, researcher found the information by an interview that the use of English textbook “*When English rings a bell*” in the classroom is not compatible.

In looking validity of textbook by curriculum 2013, researcher used document analysis. The data put into table of checklist. Researchers used four aspects to analyze the material as aims, subject matter, experience, and evaluation. Researcher stains relevance and irrelevance materials. The result of the data shown there are 68.75% relevant with textbook, 6.25% are almost relevant and 25% are irrelevant. Based on the result of analyze, the validity of the English textbook “*When English rings a bell*” scored 68.75%.

Researchers were taken an interview to found out the practicality of textbook. Researcher uses Miles and Huberman’s method to facilitate the process. There are

data reduction, data display and conclusion. Researchers reduce and display the data which not appropriate with research questions. After analyzed the data, researchers found information that the use of English textbook “*When English rings a bell*” in the classroom is not compatible. The factor is because many students do not understand the contents of textbooks without teacher explanation, lack of students’ ability in English, consequently teacher difficult to transfer the knowledge to students. Moreover, the lack of explanation in textbook “*When English rings a bell*” makes it one of the factors that make this book difficult to uses at SMPN1 Sampoiniet. Thus, the result of interview showed that using “*When English rings a bell*” textbook is not suitable for second grade of SMPN1 Sampoiniet.

B. Suggestion

Based on the study, researcher would like to give some suggestions to improve the quality of the textbook. The suggestions are directed for book writers, English teachers and the other researcher. The suggestions as follows;

1. For book writer.

In develop and improve the materials of “*When English rings a bell*” textbook should be looking at students’ ability for example the addition of grammar and more explanation for textbooks.

2. For English teacher

Researcher suggests the teacher look for source which can complete the materials without oppose with the curriculum. Therefore, it will be better to use more than one resource to support the learning process.

3. The other researcher;

The researcher suggests to another researcher who interest to analyze the same field as I did can analyze the other textbook who related to the curriculum. Researcher believes there are many of textbooks out there that can be analyzed to help teacher choosing a good textbook that uses in the classroom. They can use the other method to develop the research.



References

- Ayu, M., & Indrawati, R. (2018). EFL textbook evaluation: The analysis of tasks presented in English textbook. *Teknosastik*, 16(1), 21-25.
- Babalona, O. (2014). Aims, goals and objectives: A tripod of educational focus in curriculum development. *Journal of Social Sciences Research*, 5(3), 803-810.
- Cheng, W. W., Hung, L.C., & Chieh, L.C. (2011). Thinking of the textbook in the ESL/EFL classroom. *English Language Teaching*, 4(2), 91-96.
- Djafar, N. A., Manurung, K., & Kamarudin, A. (2018). The implementation of 2013 curriculum by the English teachers of senior high school in Palu. *Bahasantodea*, 6(1), 41-49.
- Easwaramoorthy, M., & Zarinpoush, F. (2006). *Interviewing for research*. Toronto: Image Canada.
- Garbe, W. (2004). Research on teaching reading. *Annual Review of Applied Linguistic*, 24, 44-69. DOI:10.1017/s0267190504000030
- Hapsari, I. A. (2017). *A content analysis of "When English rings a bell" English textbook in 2013 curriculum for the seventh grade student of junior high school published by kementrian pendidikan dan kebudayaan republic Indonesia*. (Thesis). Published by The State Islamic Institute of Surakarta.
- Herdiansyah, H. (2011). *Metodologi penelitian kualitatif untuk ilmu-ilmu social*. Jakarta, ID: Salemba Humanika.
- Hussain, A., Dogar, A. H., Azeem, M., & Shakoor, A. (2011). Evaluation of curriculum development process. *International Journal of Humanities and Social Science*, 1(14), 263-271.
- Jusuf, H. (2018). The model of checklist method in evaluating ELT textbook. *Journal al-Lisan*, 3(2), 17-35
- Kadir, J. S., Zaim, M., & Refnaldi. (2018). Developing instrument for evaluating validity, practicality, and effectiveness of the authentic assessment for speaking skill at junior high school. *Advances in Sosial Science, Educational and Humanities Research*, 276, 98-105.
- Kanina, I. R. (2016). An evaluation of reading materials in "English in focus" textbook for seventh grade students in one of junior high school in Bandung. *Journal of English and Education*, 4 (1), 39-50.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan*

Nasional. Jakarta, ID: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2013). *Undang-Undang Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Jakarta, ID: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). New Delhi: Sage Publications.

Masyi'ah, A. N., & Ciptaningrum, D.S. (2018). An analysis and evaluation of two english textbooks for second graders of Junior High school. *LingTera*, 5(1), 32-40.

Mart, C. T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, 2(6), 91-96. DOI:10.5539/ijel.v2n6p91

Mesa, J. M., Duquia, R. P., Chica, D. A.G., Bonamigo, R.R., & Bastos, J. L. (2016). Sampling: How to select participants in my research study?. *Anais brasileiros de dermatologia*, 91(3), 326-330. DOI: 10.1590/abd1806-4841.20165254

Nimasari, E. P. (2016). Evaluating an EFL textbook: To what extend does the 2013 curriculum-based textbook accomplish pedagogical aspects?. *Prosiding ICTTEFKIP UNS 2015*, 1(1), 269-278.

Nisak, Q. (2013). The relevancy of English in context for SMA/MA student year one textbook to the curriculum used. *Englisia*, 1(1), 49-80.

Okeeffe, L. (2013). A framework of textbook analysis. *International Review of Contemporary Learning Research*, 2(1), 1-13.

Prihantoro, C. R. (2015). The perspective of curriculum in Indonesia on environmental education. *International Journal of Research Studies in Education*. 4(1), 77-83. DOI: 10.586/ijrse.2014.915

Rachmawati, Y., Al-Munawwarah, S. F., Aini, W. N., & Susilawati. (2014). English in preschool curriculum: A descriptive study of the teaching of English as an intra-school curriculum in a preschool in Bandung. *Bahasa & Satra*, 14(2), 193-204. DOI: https://doi.org/10.17509/bs_jpbsp.v14i2.718

Radiyah, H. (2016). An analysis of the reading material and questioning comprehension of English textbook "Mount" for eight grade of junior high school students. (Thesis). Published by The State Islamic Institute of Palangka Raya.

Razali, K & Razali, I. (2013). Strategies in improving reading comprehension through vocabularies acquisition. *Englisia*, 1(1), 1-16.

- Rosyita, U., & Faridi, A. (2017). The effect of theme-based instruction compared to competence-based language teaching to teach reading comprehension to students with IDGH and low interest. *English Education Journal*, 7(1), 79-84. ISSN 2502-4566
- Safitri, I. (2014). An analysis of reading materials on the quality of English textbook "Headline English" published by Sewu for grade VII students of junior high school. (Thesis), Published by Yogyakarta State University.
- Setiawati, D. (2015). Content analysis of student book "When English rings a bell" for grade VIII junior high school. (Thesis). Published by Semarang State University.
- SLO.(2009). *Curriculum in Development*. Enschede: Netherlands Institute. ISBN: 978 90 329 2329 7.
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The teaching knowledge course*. New York, NY: Cambridge University Press.
- Suryani, R. W. (2018). When English rings a bell: An english textbook analysis. *English Language Teaching and Research*, 2(1), 258-268. ISSN 2614-1108
- Tomlinson, B. (2013). *Developing materials for laguage teaching* (2nd ed). London: Bloomsbury.
- Tsiplakides, I. (2011). Selecting an English coursebook: Theory and practice. *Theory and Practice in Language Studies*, 1(7), 758-764. doi: 10.4304/tpis.1.7.758-764
- Wandi, S., Nurharsono, T., & Raharjo, A. (2013). Pembinaan prestasi ekstartkulikuler olahraga di SMA Karangturi kota Semarang. *Journal of Physical Education, Sport, Health and Recreations*, 2(8), 524-535.
- Widiastuti, S., Padmadewi, N., & Artini, L. P. (2013). A study of the implementation of english school based curriculum in SMA Negeri 5 Denpasar. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*, 1.
- Williams, C. (2007). Research methods. *Journal of Business & Economic Research*, 5(3), 65-72.
- Wulandari, S. D., & Husna, J. (n.d). Analisis kualitas informasi akun instagram online shop Semarang.

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-600/UN.08/FTK/KP.07.6/01/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-600/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

KEDUA : Merunjuk Saudara:
1. Habiburrahim, S.Ag., M.Com, MS, Ph.D Sebagai Pembimbing Pertama
2. Dr. Jarjani, S. Ag., S. Si., M. Sc., MA Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Mozairita
NIM : 231324325
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Reading Material in Textbook "When English Ring a Bell" for Junior High School *****

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR - RANIRY

Di tetapkan di: Banda Aceh
Pada Tanggal: 06 Maret 2020
An. Rektor
Dekan,
Muslim Razali

1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*



**KEMENTERIAN
AGAMA
UNIVERSITAS ISLAM
NEGERI AR-RANIRY
FAKULTAS TARBIYAH
DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma

Darussalam Banda Aceh

Telepon : 0651- 7557321, Email :
uin@ar-raniry.ac.id

Nomor : B-6319/Un.08/FTK.1/TL.00/07/2020

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Kepada Dinas Pendidikan Aceh Jaya, Kepala Sekolah
SMPN1 Sampoiniet

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-
Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Muzairita / 231324325**

Semester/Jurusan : **XV / Pendidikan Bahasa Inggris**

Alamat sekarang : **Gampoeng Lambaro Angan, Kec.
Darussalam, Kab. Aceh Besar**

Saudara yang tersebut namanya diatas benar
mahasiswa Fakultas Tarbiyah dan Keguruan
bermaksud melakukan penelitian ilmiah di lembaga
yang Bapak pimpin dalam rangka penulisan Skripsi
dengan judul ***An analysis of Reading Material in
Textbook "When English Rings a Bell" for Junior
High School***

Demikian surat ini kami sampaikan atas perhatian dan
kerjasama yang baik, kami mengucapkan terimakasih.

A R - R A N I R Y
Banda Aceh, 06 Juli 2020
an. Dekan

Wakil Dekan Bidang
Akademik dan
Kelembagaan,



Berlaku sampai :
06 Juli 2021

M. Chalis, M.Ag.



PEMERINTAH KABUPATEN ACEH JAYA
DINAS PENDIDIKAN
Jln. Batee Lhee Telp (0654) 2210067 Fax (0654) 2210068
CALANG

Nomor : 824.5 / 1824 / 2020
Lampiran : -
Perihal : **Penelitian Ilmiah Mahasiswa**

Calang, 13 Juli 2020

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Banda Aceh
di -
Tempat

1. Sehubungan dengan surat saudara Nomor : B-6319/Un.08/FTK.1/TL.00/07/2020 tanggal 06 Juli 2020 tentang Permohonan Izin Mengumpulkan Data Skripsi pada SMPN 1 Sampoiniet Kabupaten Aceh Jaya.
2. Untuk maksud tersebut Kepala Dinas Pendidikan Kabupaten Aceh Jaya memberikan Izin Mengumpulkan Data Skripsi kepada :

Nama : Muzairita
NIM : 231324325
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An analysisi of Reading Material in Textbook "When English Rings a Bell" For Junior High School

Dengan ketentuan sebagai berikut :

1. Berkoordinasi sebelum mengadakan penelitian.
 2. Menjaga ketertiban dan keamanan selama kegiatan penelitian berlangsung.
 3. Tidak mengganggu proses kerja yang bersangkutan.
 4. Tidak diperkenankan memungut biaya apapun.
 5. Memberi laporan secara tertulis kepada Dinas Pendidikan Kabupaten Aceh Jaya setelah kegiatan selesai.
3. Demikian untuk dapat dimaklumi dan dipergunakan seperlunya.

A R - R

KEPALA DINAS PENDIDIKAN
KABUPATEN ACEH JAYA,
ABDUL JABAR, S. Pd
Perantara Utama Muda
NIP.19680330 198803 1 005

Tembusan :

1. Mahasiswa yang bersangkutan
2. Pertiagal.....



PEMERINTAH KABUPATEN ACEH JAYA
DINAS PENDIDIKAN
SMP NEGERI 1 SAMPOINIET
Jalan T. Umar Km 109 Lhok Kruet Sampoiniet Aceh Jaya

SURAT KETERANGAN PENELITIAN
Nomor : 421.2 / 145 / 2020

Kepala SMP Negeri 1 Sampoiniet Kabupaten Aceh Jaya dengan ini menerangkan bahwa :

Nama : Muzairita
NIM : 231324325
Universitas : Universitas Islam Negeri (UIN) Ar-Raniry
Jurusan : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah melaksanakan Penelitian di SMP Negeri 1 Sampoiniet dengan judul *AN ANALYSIS OF READING MATERIAL IN TEXTBOOK "WHEN ENGLISH RINGS A BELL" FOR JUNIOR HIGH SCHOOL* pada 14 Juli 2020 s/d 29 Juli 2020.

Demikian Surat Izin ini kami buat untuk diketahui dan dipergunakan sebagaimana mestinya.
Terima kasih.

29 Juli 2020
Kepala SMP Negeri 1 Sampoiniet

AZWAR S.Pd
NIP. 19760514 200504 1 001

LAMPIRAN

PERATURAN MENTERI PENDIDIKAN DAN
KEBUDAYAAN

NOMOR 68 TAHUN 2013

TENTANG

KERANGKA DASAR DAN STRUKTUR
KURIKULUM

SEKOLAH MENENGAH
PERTAMA/MADRASAH TSANAWIYAH

KERANGKA DASAR DAN STRUKTUR
KURIKULUM SEKOLAH MENENGAH
PERTAMA/MADRASAH TSANAWIYAH

I. STRUKTUR KURIKULUM

A. Kompetensi Inti

Kompetensi inti dirancang seiring dengan meningkatnya usia peserta didik pada kelas tertentu. Melalui kompetensi inti, integrasi vertikal berbagai kompetensi dasar pada kelas yang berbeda dapat dijaga. Rumusan kompetensi inti menggunakan notasi sebagai berikut:

- 1) Kompetensi Inti-1 (KI-1) untuk kompetensi inti sikap spiritual;
- 2) Kompetensi Inti-2 (KI-2) untuk kompetensi inti sikap sosial;
- 3) Kompetensi Inti-3 (KI-3) untuk kompetensi inti pengetahuan; dan
- 4) Kompetensi Inti-4 (KI-4) untuk kompetensi inti keterampilan.

Uraian tentang Kompetensi Inti untuk jenjang Sekolah Menengah Pertama/Madrasah Tsanawiyah dapat dilihat pada Tabel berikut. Tabel 1:

Kompetensi Inti Sekolah Menengah Pertama/Madrasah
Tsanawiyah

KOMPETENSI INTI KELAS VII	KOMPETENSI INTI KELAS VIII	KOMPETENSI INTI KELAS IX
1. Menghargai dan menghayati ajaran yang dianutnya.	1. Menghargai dan menghayati ajaran yang dianutnya.	1. Menghargai dan menghayati ajaran yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak	3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak

	mata.	mata.
4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi dasar dirumuskan untuk mencapai kompetensi inti. Rumusan kompetensi dasar dikembangkan dengan memperhatikan karakteristik peserta didik, kemampuan awal, serta ciri dari suatu mata pelajaran. Kompetensi dasar dibagi menjadi empat kelompok sesuai dengan pengelompokan kompetensi inti sebagai berikut:

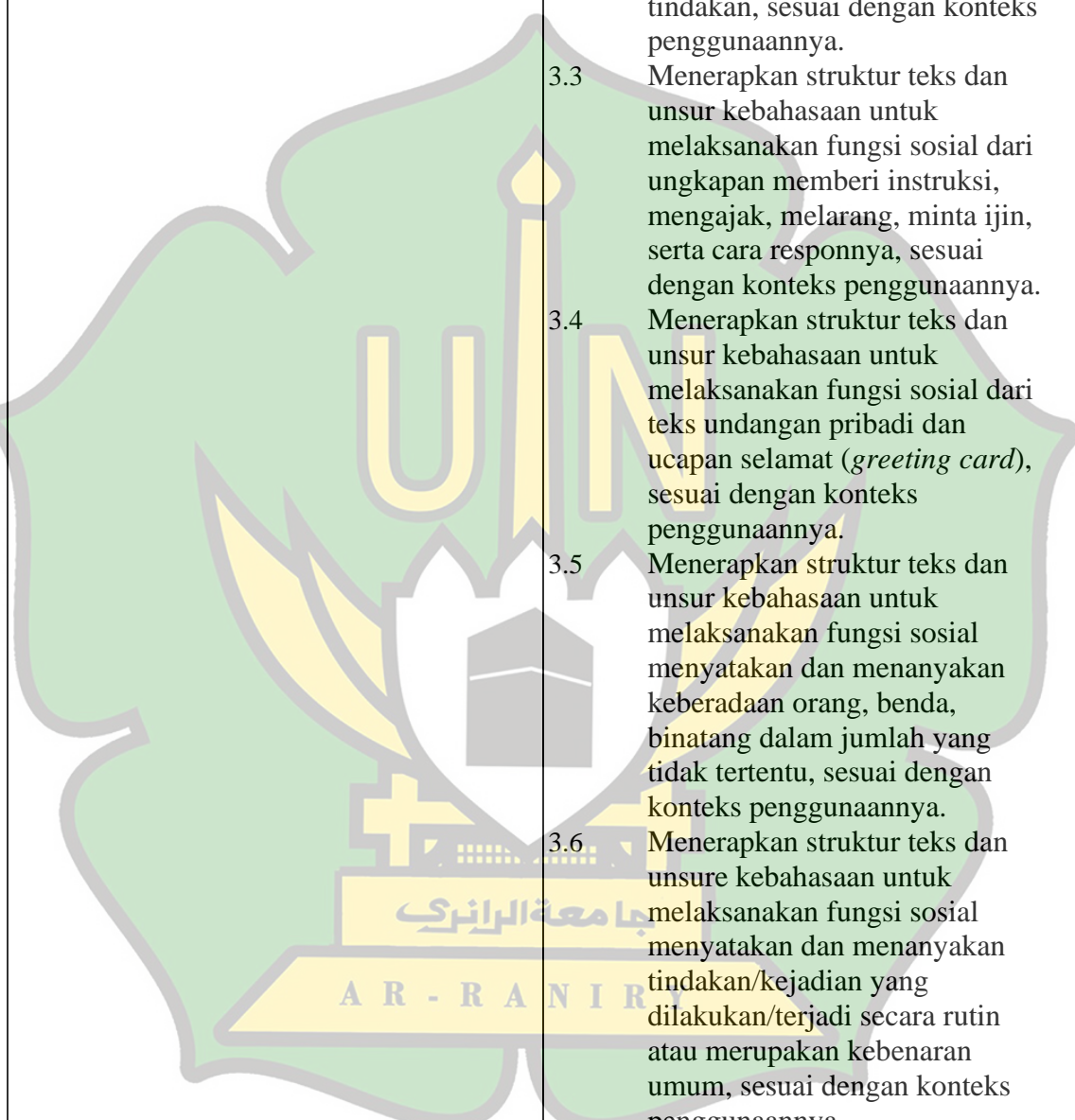
1. kelompok 1: kelompok kompetensi dasar sikap spiritual dalam rangka menjabarkan KI-1;
2. kelompok 2: kelompok kompetensi dasar sikap sosial dalam rangka menjabarkan KI-2;
3. kelompok 3: kelompok kompetensi dasar pengetahuan dalam rangka menjabarkan KI-3; dan
4. kelompok 4: kelompok kompetensi dasar keterampilan dalam rangka menjabarkan KI-4.

Pengelompokkan kompetensi dasar seperti tersebut di atas adalah sebagai berikut.


7. Kompetensi Dasar Bahasa Inggris

KELAS: VIII

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghargai dan menghayati ajaran agama yang dianutnya.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya. 3.2. Menerapkan struktur teks dan unsure kebahasaan untuk

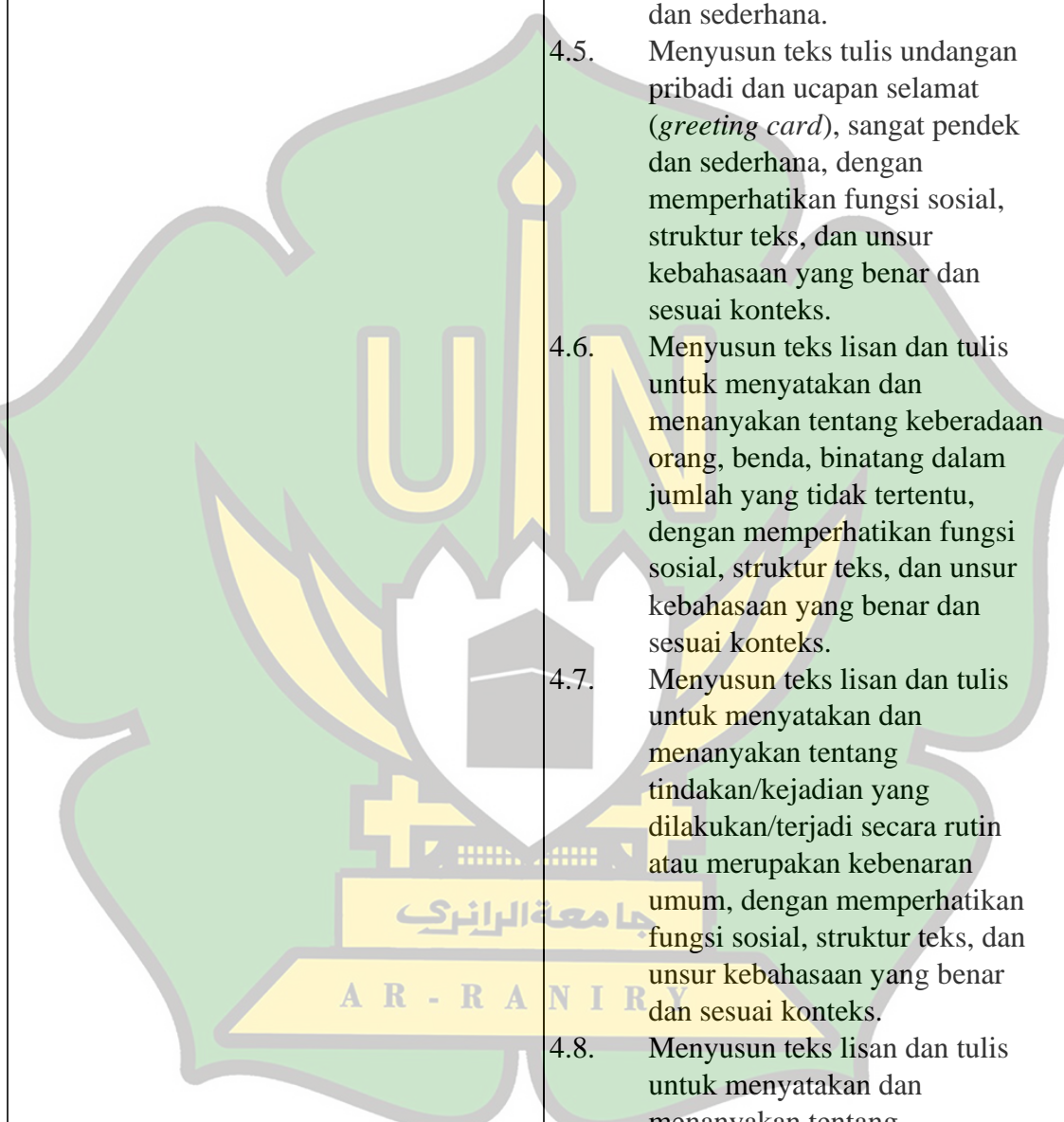


	<p>melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.</p>
3.3	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya.</p>
3.4	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya.</p>
3.5	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.</p>
3.6	<p>Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</p>
3.7	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang</p>




	<p>dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p>
3.8	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya.</p>
3.9	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.</p>
3.10	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>
3.11	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya.</p>
3.12	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>

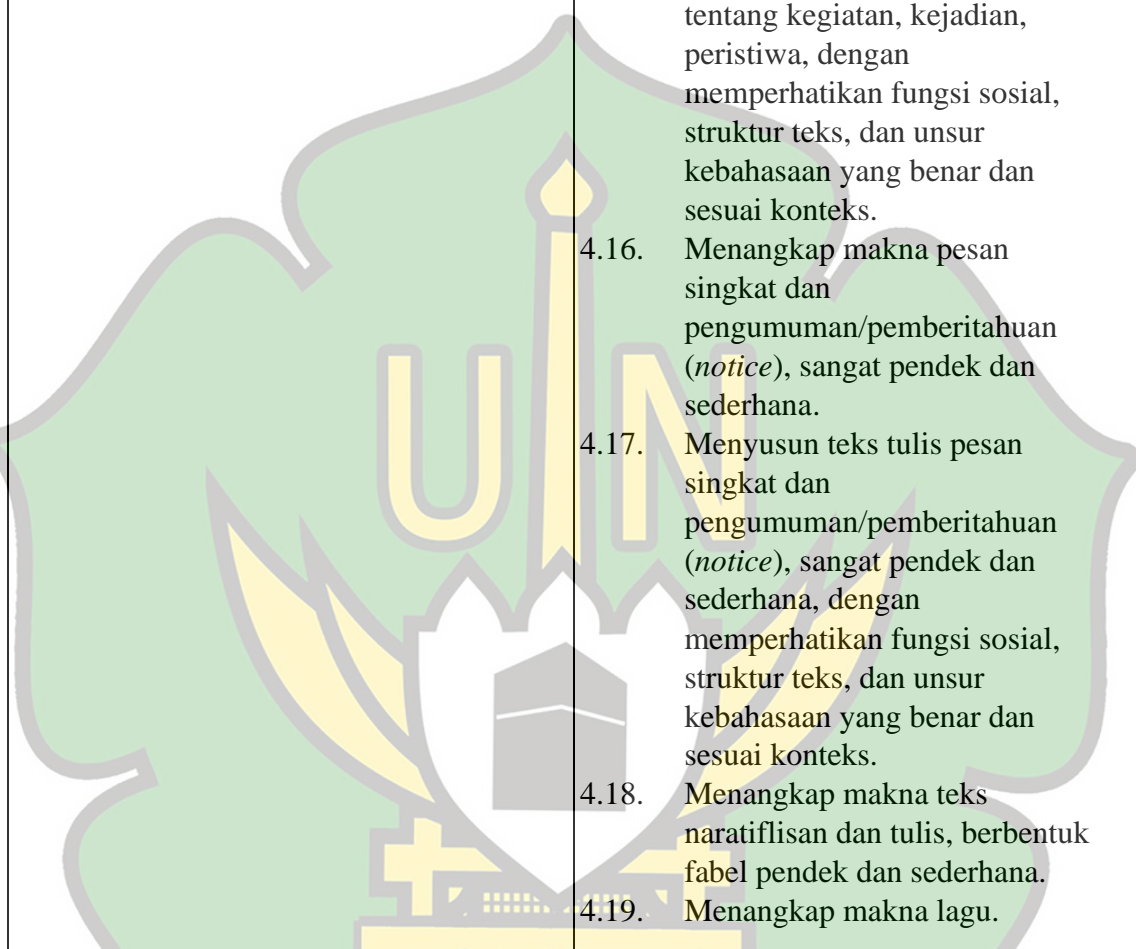
	<p>3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya.</p> <p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.</p> <p>3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>
<p>4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>	<p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>



	dan sesuai konteks.
4.4.	Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.
4.5.	Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.6.	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.7.	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.8.	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan



	sesuai konteks.
4.9.	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.10.	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.11.	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
4.12.	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.13.	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.14.	Menangkap makna teks recount lisan dan tulis, pendek dan



	<p>sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15. Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.16. Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <p>4.17. Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.</p> <p>4.19. Menangkap makna lagu.</p>
--	---

List of Interview for English Teacher

Nama guru/Narasumber : Ms. Emi Asrita Ramli, S. Pd. I
Waktu : 11.00 WIB
Hari/Tanggal wawancara : Rabu, 22 Juli 2020
Tempat : Lhok Kruet, Sampoiniet, Aceh Jaya.

List of interview for English teachers

1. Dalam mengajar pelajaran bahasa inggris, buku panduan apa yang ibu gunakan?
2. Mengapa ibu menggunakan buku teks yang berjudul *When English Rings a Bell*?
3. Sudah berapa lama ibu menggunakan buku *When English ring a bell* ini sebagai buku acuan/panduan?
4. Bagaimana keseharian ibu menggunakan buku teks *When English rings a bell* dikelas ?
5. Apakah ibu kesulitan dalam menggunakan buku teks *When English rings a bell*?
6. Kesulitan apa yang biasanya ibu rasakan ketika menggunakan buku *When english rings a bell* di kelas?
7. Apa yang ibu lakukan untuk mengatasi kesulitan tersebut?
8. Apakah menurut ibu buku ini cocok diajarkan untuk anak SMPN1 Sampoiniet terutama bagi yang kelas 2?
9. Apakah menurut ibu buku ini mempunyai kekurangan?
10. Bagaimana kritik dan saran ibu setelah menggunakan buku teks *When English rings a bell* selama ... tahun ini?

Result of Interview English Teacher

- Researcher : Dalam mengajar pelajaran bahasa inggris, buku panduan apa yang ibu gunakan?
- Teacher : Saya menggunakan buku "*When English rings a bell*" itu.
- Researcher : Mengapa ibu menggunakan buku "*When English rings a bell*"?
- Teacher : Em itu yang dibagi di sekolah. Yang buku untuk siswa itu, untuk gurunya itu juga di bagi di sekolah. Jadi kami pake itu.
- Researcher : Sudah berapa lama ibu menggunakan buku "*When English rings a bell*" ini sebagai buku panduan disekolah?
- Teacher : Ee karena kan saya ngajarnya udah 4 tahun, saya ngajar itu kadang pake buku "*When English rings a bell*" ini kadang enggak saya gunakan. Karena anak-anak disini kan susah untuk vocab aja sulit mereka karena buku ini kan tinggi bagi mereka.
- Researcher : Iya buk, berarti ibu kurang lebih sudah 4 tahun menggunakan buku ini?
- Teacher : He-em, iya.
- Researcher : Bagaimana keseharian ibu menggunakan buku "*When English rings a bell*" ini dikelas buk?
- Teacher : Itulah agak susah, untuk anak-anak ya. Karena anak-anak pemahamannya bahasa inggris kan tidak didapatkan di SD, jadi pas masuk SMP, kita memang ajarkan dia dari awal nol lagi, untuk les aja dia nggak ada. Jadi kesulitan kita untuk ngajarin pake buku ini. Habis itu ka eee... conversation banyak disitu.

- Researcher : Apakah ibu pribadi kesulitan dalam menggunakan buku “When English rings a bell” ini?
- Teacher : Em kalau saya pribadi insyaAllah enggak. Karena sudah kita pahami bagaimana cuma untuk kita salurkan ke anak-anak agak susah dalam memahami.
- Researcher : Biasanya kesulitan apa yang ibu alami ketika menggunakan buku when English rings a bell di kelas buk?
- Teacher : Ee kalau dikelas, anak-anak tidak mengerti bahasanya. Kemudian vocab-vocabnya terlalu banyak tidak tau apalagi kalau tidak ada kamus, itu banyak bertanya sama gurunya daripada belajar sendiri karena memang dari dasar nggak ada bahasa inggris. Dia dapat bahasa inggris aja dari SMP.
- Researcher : Apa yang akan ibu lakukan untuk mengatasi kesulitan tersebut?
- Teacher : Ee kesulitannya, paling nanti saya suruh tulis yang ada dibuku ini, misalnya ada kata kerja (verb), nanti tulis di papan satu-satu dengan artinya, maju satu orang satu. Kita contohin juga, misalnya mobil itu bahasa inggrisnya apa. Itu nanti termasuk kata apa? Kata kerja kah? Kata sifat kah? Nanti baru buka kamus. Kita arahin dulu. bukan kita langsung *blep!* Kasih ke anak-anak, enggak. Itu kita jelasin dulu. Nanti baru kita suruhkan ke anak-anak. Kalau enggak, mereka enggak ngerti.
- Researcher : Menurut ibu apakah kekurangan dan kelebihan dari buku “When English rings a bell” tersebut?
- Teacher : Sebenanrnya bukunya bagus ya kalau anak-anaknya yang sudah ada dasar bahasa inggris. Kalau kurang, ya tidak. Cuma karena disini anak-anak belum ada dasarnya bahasa inggris, jadinya kalau

kita pake “*When English rings a bell*” ini agak sulit. Karena disitu tidak ada vocabulary, hanya gambar sama dialog semua dalam bahasa inggris. Yang lain juga nggak tau, yang mana tenses, kalimat apakah itu, anak-anak tidak tau.

Researcher : Maksud ibu tidak fokus pada grammarnya?

Teacher : He-em, tidak ada. Paling untuk percakapan saja. Kalau sudah tau vocab, anak-anak mudah untuk kita ajak berbicara. Hari ini materinya apa. Kan harus tau, kalau nggak tau kan dia susah untuk memulai belajarnya.

Researcher : Menurut ibu, buku ini cocok tidak diajarkan untuk anak SMP N1 Sampoiniet terutama bagi kelas dua?

Teacher : Kalau menurut saya, em.. tidak cocok buku ini diajarkan untuk kelas dua karena yang seperti yang saya bilang tadi, anak-anak yang tamat dari SD, mereka belum ada dasar bahasa inggris. Mereka dapatnya langsung di SMP. Jadinya kita dari awal lagi kita ajarkan a,b, c, jumlah-jumlah. Mereka memang tidak tau sama sekali. Kita tanya seperti I, you, we, they, itu nggak tau anak-anak ini.

Researcher : Berarti maksud ibu, siswa masih belum paham susunan kata?

Teacher : Iya, belum. Untuk yang subjek aja, ada yang tau ada yang enggak. Tapi kalau misalnya yang sekolahnya dikota, mereka pasti sudah tau. Misalnya saya bilang “coba kalian buat satu contoh kata kerja”, itu mereka nggak tau. “Verb” aja mereka nggak tau.

Researcher : Bagaimana kritik dan saran ibu setelah menggunakan buku teks “*When English rings a bell*” selama 4 tahun ini?

- Teacher : Kritiknya untuk buku ini nggak ada. Maunya, buku ini ada translatenya apalagi dibagian kalimat petunjuk. Tidak ada penjelasan present, past tense, itu tidak ada. Karena kebanyakan disini dialog, conversations. Em, coba ada bukunya. (mencari buku). Like this, kan. *“Everybody may I have your attentions, please”* (Membaca teks dari buku). Kalau kita speak bahasa inggris tu, orang tu nggak paham. *“apa tu buk?”*. Nanti baru everybody aja, mereka nggak tau *everybody* tu apa. Itu sudah kelas dua. Kelas tiga juga gitu. Kalau kita tanya orang tu, orang tu *“sangat”* aja dengarin kita speak. Paling nanti orang tu bilang gini *“ibu, apa tu buk, ibu ngomong apa buk? Indonesia aja buk kami nggak ngerti buk”* apalagi ada yang nyaut bahasa Aceh ya, haha *“leh peu peu ibuk nyan peugah”*. Seperti itu. Tapi kalau misalkan udah masuk attention kan, *“attention please,”* sekali kali kita speak English, mereka ngerti juga. Kaya sit-down, seperti itu.
- Researcher : Maksudnya, mereka kalau kata kerja pendek sudah paham ya buk?
- Teacher : He-em, kata kerja itu udah paham tapi diulang-ulang lagi. Tadi saya masuk kelas tiga, yang masuk kedalam kalimat sudah lampau, itu coba sebutkan, itu mereka nggak tau. Yang masuk kedalam kata kerja kedua, itu tensesnya apa namanya? Misalnya seperti *“Go jadi went, aa went itu masuk kemana dia? Apa namanya ya kalau went itu? Udah lampau? Apa nama tensesnya?”*. Mereka masih nggak tau. Sampe kelas tiga kita ulang itu, dasar sekali. Kan kalau sekarang udah masuk text, narrative, descriptive, procedure, itu kan udah tinggi kali. Itu kelas tiga, baru aja tadi. Kalau misalnya tolong buat dalam bahasa inggris *“Please write your experience in English”*, nggak tau mereka. Makanya agak susah.

Nanti sesekali conversation berdua dengan kawan kedepan untuk baca, ibu baca dulu, nanti diulang sama anak-anak, nanti maju dua orang. Nanti baru ditranslatekan. Kalau dibuka ini percakapan semua. Paling yang terakhir ada jurnal, yang lain conversation lagi. Yang lain nggak ada gimana mau kita ajarkan. Kadang anak-anak swim aja nggak tau itu masuk kemana, adjective atau verb. Kalau nggak kita ulang sebentar, baru kita tanya itu baru paham. Tapi kalau langsung kita tanya *blep* ke buku, nggak bisa. Makanya saya kalau disini, nggak terlalu pedoman sama buku, tapi saya praktek langsung, dasar dulu. Tapi materinya sama. (Nanti saya tanya) “apa yang kamu lakukan?, kamu bisa apa drumah? Harus kita pisah dulu materinya, kalau nggak ya mereka nggak tau. Akhirnya saya buat sendiri.

Researcher

: Jadi menurut ibu, buku ini apa yang harus ditambahkan? kritik dan sarannya.

Teacher

: Buku ini sebenarnya bagus ya kalau anak-anaknya sudah mengerti, enak kita ajarnya. . Tinggal kita perintah aja dia “ini ya kita baca”. Buku ini kritiknya nggak ada. Sarannya, lebih banyakin vocab-vocab ajalah. Letakkan dibelakangnya boleh, grammarnya disini lebih banyakin lagilah. Karena kan biasanya buku bahasa inggris dibelakangnya ada kaya kamus kecil. Letakkan disana kaya adjective, nanti kata kerjanya, jadi ada panduannya. Jadi kalau misalnya sudah ada kata kerjanya di belakang, kata sifatnya sudah ada, sudah enak siswanya untuk belajar. Itu aja kalau menurut ibu.